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EDUCATION.

MINUTES OF THE COMMITTEE OF COUNCIL ON EDUCATION.

Session

3 December 1857 — 2 August 1858.

VOL. XLV.—Sess. 1867-68.

MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

CORRESPONDENCE, FINANCIAL STATEMENTS, &c.

AND

REPORTS BY HER MAJESTY'S INSPECTORS OF SCHOOLS.

1857-8.

Presented to both Houses of Parliament by Command of Her Majesty.



LONDON:

PRINTED BY GEORGE E. KYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1858.

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MINUTES, &c.

MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION.

1857-8.

CAPITATION GRANTS.

MINUTE, dated 17 July 1857, modifying *fourth* condition for *Capitation Grants*, under Minute dated 2 April 1853, as regards *proportion of school-income to be applied to teachers' salaries.*

*At the Council Chamber, Whitehall, the 17th day of
July 1857.*

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER
MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships had under consideration statements from the managers of schools to the effect that great difficulty was experienced, under certain circumstances, in complying with that regulation in the Minute dated 2 April 1853, whereby it is provided that at "least seven-tenths of the whole income [*of the schools*] including the [*capitation*] grant shall be applied to the salary of the teacher and assistant-teacher."

Their Lordships resolved that, in awarding the capitation grants, no fixed proportion of expenditure upon salaries to that upon other items should continue to be insisted upon, but that it should always be a special subject of inquiry whether the number and qualifications of the teachers in a school so aided are sufficient, and that the capitation grants should be withdrawn from those schools in which the managers fail to provide a proper staff of paid teachers.

CERTIFIED INDUSTRIAL AND RAGGED SCHOOLS.

MINUTE, dated 31 December 1857, *withdrawing aid from Reformatory Schools*, out of Education Grant, except for training of Teachers; and setting forth *conditions on which Certified Industrial and Ragged Schools may be aided*.

At the Council Chamber, Whitehall, the 31st day of December 1857.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships having had under consideration the Acts of Parliament relative to *reformatory schools*, viz. :—

- 17 & 18 Vict., c. 86.,
- 18 & 19 Vict., c. 87.,
- 19 & 20 Vict., c. 109.,
- 20 & 21 Vict., c. 55.;

also the Acts relative to *industrial schools*, viz. :—

- 17 & 18 Vict., c. 74. (Scotland),
- 20 & 21 Vict., c. 48. (England and Wales).

Resolved—

1. To cancel the Minute dated 2 June 1856, except so far as that schools already receiving aid under it might continue to do so on the same conditions until the 31st of March 1859, but no longer.
2. That, after the 31st of March 1859, no *reformatory school* certified under the Act 17 & 18 Vict., c. 86., should receive grants (except as provided in the 9th section below) from the Parliamentary Fund administered by the Committee of Council on Education, but that *industrial schools* certified under the Acts 20 & 21 Vict., c. 48., or 17 & 18 Vict., c. 74., and *ragged schools*, might be aided on the conditions set forth in the rest of this present Minute.
3. That their Lordships are prepared to consider applications for certifying industrial schools, pursuant to the Industrial Schools Act of 1857.
4. That the promoters of ragged schools, in applying for aid under this Minute, must state in detail :—
 - (a.) Within what local limits they expect to gather scholars.
 - (b.) What day schools of the ordinary kind are maintained, or are about to be maintained, by charitable subscriptions for the education of children of the labouring and other poorer classes within the same limits. The name and address of a correspondent must be given for each school.

- (c.) Why the school now proposed to the Committee of Council should be a ragged school, rather than one of the ordinary kind, and why it will not be likely to injure any of the day schools just named.

A map marked so as to illustrate the answers to these inquiries should be transmitted, if possible.

5. That ragged schools must fulfil the following conditions:—

- (a.) The title of ragged school, or some other equivalent name of distinction, must be retained.
- (b.) Both scholastic and industrial instruction must be given.
- (c.) No fees must be received from any child attending the school or any of the classes.
- (d.) Accurate accounts must be kept of all receipts and expenditure; and, if the managers attempt other objects besides the daily instruction of children, the expenditure upon such other objects, and upon the instruction, must be separately stated.
- (e.) The managers must certify and the Inspector must report that adequate means are taken to confine the children attending the school to that class which cannot be associated with the children of respectable labouring men; that reading, writing, and arithmetic (as far as the first four rules, simple and compound,) are well taught in the school; and that its discipline and moral influence are such as are calculated to benefit the special class of scholars.

6. Certified industrial and ragged schools may receive grants equal per annum to—

- (a.) One-half of the rent of the premises in which industrial instruction is carried on;
- (b.) One-third of the cost of tools and of raw material for labour;
- (c.) Five shillings per annum per industrial scholar, according to the average number under industrial instruction throughout the year preceding the date of inspection;
- (d.) The ordinary rate for the purchase of books, maps, and apparatus;
- (e.) The ordinary rate in augmentation of any certificated teacher's salary.

- (f.) Teachers in workhouse schools, who are rated in the first division of competency, and who, during the last three preceding years, shall have served continuously in such schools with rating not below competency, may take rank without further examination in ragged or in certified industrial schools as certificated teachers, and may in those schools, but in none other, receive such augmentation as their salaries justify, on the usual conditions, up to 20*l*.
- (g.) Teachers who are at this date employed in ragged or industrial schools may obtain the like privilege by passing an examination equal to the rating of competency* in workhouse schools, provided that the Inspector has reported favourably of their schools during each of three consecutive years.
7. That in schools certified under the Acts 20 & 21 Vict., c. 48., and 17 & 18 Vict., c. 74., there might be granted, in addition to the foregoing forms of aid,—
- (a.) The sum of 5*l*. for every child received during the year preceding the date of inspection into the establishment, under an order of the justices for its permanent detention, or who shall have been detained therein under such an order throughout the whole of the same year ;
- (b.) The sum of 40*l*., or, in the case of females, 27*l*., in respect of every person boarded, lodged, and trained as a teacher therein during the year preceding the date of inspection, on the following conditions :—
- (1.) That the school contain at least forty inmates.

* *To obtain a Certificate of Competency.*

1. The master (or mistress) should be able to describe in writing the organization of his school, explaining the methods of instruction and discipline which he employs, and the course of instruction communicated by him.
2. He should write from dictation, and work any sum with correctness in the arithmetic of whole numbers, including simple interest.
3. He should parse and explain the construction of English prose narrative.
4. He should answer in writing a few questions in geography, especially in that of the United Kingdom and the English Colonies.
5. He should give replies to a series of questions on the Scripture narrative, and the geography of Palestine.
6. He should conduct a class, in the presence of the Inspector, in such lessons as might be required.—See "*Minutes of the Committee of Council on Education for 1847-8-9, on Schools of Parochial Unions,*" page xi.

- (2.) That Her Majesty's Inspector make a favourable report upon the means of training and upon the candidates presented by the managers for admission. The candidates will be examined for admission by the Inspector, in reading, in writing from dictation, and in the first four rules of arithmetic, simple and compound. The Inspector will also report upon the apparent fitness of the candidates in respect of age, previous employment, manners, and physical strength, for the duties of a teacher in reformatory or industrial schools. Candidates must have completed their 18th year.
- (3.) That the payments may, on the recommendation of Her Majesty's Inspector, be continued for a second year, but that no fractional payment be allowed.
- (4.) That teachers so trained may, on taking service in a ragged or in a certified industrial school, and after passing before the Inspector, upon the papers given to workhouse school teachers, an examination equal to the rating of competency, receive augmentation pursuant to Section 6 (*f*), *suprà*.
8. That all examinations and inspections made in pursuance of this Minute be, as a general rule, referred to such of Her Majesty's Inspectors as are charged with the inspection of workhouse schools.
9. That reformatory schools certified under the Act 17 & 18 Vict., c. 86., be allowed to have the benefit of Section 7 of this Minute, so far as it relates to the reception of candidates for training as teachers; the Inspector of prisons discharging the same functions as are thereby assigned to the Inspector of schools, and making a report to the Secretary of State for transmission to the Committee of Council.
10. That grants for building ragged schools be made on the usual terms, so long as they provide for daily instruction only, or for daily instruction in a measure greatly beyond the accommodation for lodging, which latter must not be enough to characterize the buildings as other than those for a daily school.

Grants for building schools intended to be certified under the Industrial Schools Act will also be made, on the usual terms as regards the previous approval of plans, specifications, estimates, title, and conveyance in trust, and at a rate not exceeding half the approved expenditure, nor exceeding 30l. per bed for which proper space is provided.

Grants will be made for building (instead of an allowance for rent) in those cases only where the permanent provision of premises appears to be thoroughly adequate, and where circumstances in all respects are favourable to the undertaking.

Circular to Her Majesty's Inspectors of Parochial Union Schools, explanatory of foregoing Minute, dated 31 December 1857 relating to Certified Industrial and Ragged Schools.

Education Department, Privy Council Office,
30 January 1858.

SIR,

THE progress of legislation upon the subject of reformatory and industrial schools has led their Lordships to review the Minute dated 2 June 1856, and the various instructions which have grown out of it upon the same subject.

I have the honor to enclose, for your information, a copy of a Minute, dated 31 December 1857, wherein their Lordships have caused their present resolutions to be embodied.

The object of the new Minute is to withdraw the Committee of Council as much as possible from the field occupied by the Home Office, in relation to reformatories, properly so called; to encourage the transformation of those ragged schools which are organized as asylums or refuges into certified industrial schools, and to extend a certain measure of public assistance to ragged schools generally, whether or not they may have become certified under the recent Acts.

By the Minutes recently in force no industrial class could be aided unless it belonged either, on the one hand, to a refuge or reformatory, or, on the other, to a common elementary day school.

Henceforth, the industrial classes of ragged schools and of common day schools are placed upon the same footing.

The ragged school, so far as it serves for week-day instruction, as well as its industrial class or classes, must be open to inspection, but the teacher will not be obliged personally to undergo any examination. No grants (except those for the purchase of books and maps) will be made in aid of the purely scholastic instruction, unless a certificated teacher be employed. The ragged school will be inspected as being the complement of its industrial classes, with a view to estimate the joint influence of instruction and of work upon the scholars.

If the managers of a ragged school see fit at any time to engage a teacher holding one of their Lordships' general certificates, they will be in a position, whenever they may see occasion, to shift their school from the ragged class to the class of schools which are maintained under the Minutes of 1846 and 1853.

Ragged schools are to be regarded as provisional institutions, which are constantly tending to become either elementary schools of the ordinary kind, or industrial schools certified under Acts of Parliament.

You will not fail to observe the importance of bringing within the operation of the Industrial Acts the greatest possible number of those ragged schools which are conducted by their managers as refuges, and of securing that the inmates of them shall, as far as possible, have entered them by order of the justices rather than as volunteers. The order of the justices, made in pursuance of the Industrial Schools Act, supersedes, in a much more complete and satisfactory mode, the magisterial certificate which was required under the Minute of 2 June 1856.

During the period between the present time and the 31st of March 1859, the administration of the Minute dated 2 June 1856 will continue unchanged in respect of all schools to which it has already been applied. But all schools admitted for

the first time to aid, as "industrial," will be treated simply as ragged schools, unless they are certified under the Industrial Schools Act; and this will also be the case, after the same date, with all industrial schools whatever remaining uncertified.

With regard to the training of teachers (Section 7) for industrial schools, my Lords are anxious to encourage it as far as it can be accomplished with real efficiency. You will, of course, be on your guard to see that a number of inexperienced candidates, purporting to be trained, do not take the place, at the public expense, of a proper establishment of qualified instructors. The candidate teachers must always be considered as additional to a sufficient regular staff; and you will nowhere propose them for admission in such numbers as to leave them with any large part of their time to pass otherwise than in active practical employment (under guidance) about the daily work of the school. It is not necessary that their literary acquirements should go beyond the power to teach reading, writing, and arithmetic well, and by the best methods, with enough of general intelligence to illustrate, as for a class, the scriptural, geographical, or historical allusions in some one of the common lesson books.

You will examine candidates for admission into training as part of your annual inspection (Section 7 (b) 2). In like manner you will examine any acting teachers who may be qualified to apply for certificates (Section 6 (g)), and any trained candidates whom you may find for the first time in the schools to which they have been appointed (Section 7 (b) 4), just as you now examine a workhouse teacher who has entered on duty since your last inspection.

The Committee of Council will allow the same grants for *training teachers to reformatories* (Section 9) as to certified industrial schools; and such teachers, when trained, may receive augmentation in certified industrial schools. If they take service in reformatories, they will have no grants from the Committee of Council to expect, the managers being enabled by the grants received through the Home Office to pay competent salaries without augmentation from any other public fund.

In allowing for rent, the same principles will be pursued as heretofore. There must be an annual outgoing in virtue of some agreement capable of being legally enforced before the allowance will be made. The allowance will not be made upon an estimated annual value of buildings for which (from whatever cause) no rent is actually paid. The reasons of this decision are explained in the instructions dated 21 November 1856. The allowance for rent made upon any buildings, not being part of a school certified under one of the Industrial Schools Acts, will be apportioned so as to exclude from account all parts of the premises which are not used for industrial instruction. It is the intention of the Minute to pay half the rent of such rooms only as, but for the industrial work, would not be wanted.

As regards grants for building permanent premises, ragged schools do not differ from others in what is necessary about their arrangement. They will generally be best placed in the poorest and densest quarters of large towns, among the children who are to frequent them. But the case is different with the permanent premises of certified industrial schools. These latter will now receive their inmates by magisterial order, not by invitation. They should stand, therefore, in the country; and those spots should be chosen which, being healthy, afford the cheapest land. The buildings, inside and out, should be substantial; but whatever cannot be pronounced necessary should be excluded from the items of expenditure in erecting or furnishing them. Applicants for building grants should begin by submitting to the Committee of Council a detailed statement of their case in writing.

I have the honor to be, &c.

To Her Majesty's Inspectors of Schools.

(Signed) R. R. W. LINGEN.

Industrial Schools Act referred to in foregoing Minute dated 31 December 1857, and Circular dated 30 January 1858.

ANNO VICESIMO & VICESIMO PRIMO VICTORIÆ REGINÆ.

C. A. P. XLVIII.

An Act to make better Provision for the Care and Education of vagrant, destitute, and disorderly Children, and for the Extension of Industrial Schools. [17 August 1857.]

WHEREAS industrial schools for the better training of vagrant children have been and may be established in various parts of England, and it is expedient that more extensive use should be made of such institutions, and that the responsibility of

parents to provide for the proper care of their children should be enforced: Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

Short Title.

Interpretation of terms.

I. This Act may be cited as the "Industrial Schools Act, 1857."

II. The following words and expressions shall have the meanings hereby assigned to them respectively, unless there be something in the subject or context repugnant to such construction:

"Police" shall include every policeman, police constable, parish constable, tythingman, or headborough:

"Justices" shall include any two or more justices of the peace acting together, and also any person who by the Act of the eleventh and twelfth years of Her present Majesty, chapter forty-three, sections thirty-three and thirty-four, is authorized to do alone whatsoever is authorized by that Act to be done by any two or more justices of the peace:

"Child" shall include any boy or girl who in the opinion of the justices is above the age of seven and under the age of fourteen:

"Certified Industrial School" shall mean any school or institution certified under this Act:

"Managers" shall include the directors, managers, or other persons who shall have the management or control of any certified industrial school:

"Parent" shall include any person legally liable to maintain a child, and also any person upon whom an order for affiliation has been made and not quashed:

"County" shall include any city, borough, riding, or division of a county having a separate commission of the peace.

Committee of Privy Council on Education may certify any industrial school under this Act, but not under this Act and 17 & 18 Vict., c. 86.

III. The Committee of Her Majesty's Privy Council on Education may, upon the application of the managers of any school in which industrial training is provided, and in which children are fed as well as taught, direct such person as they may appoint to examine and report to them upon its condition and regulations, and, if satisfied therewith, may grant a certificate under the hand of the President of Her Majesty's Privy Council or of the Vice-President of the said Committee thereof, and thenceforth the school shall be a certified industrial school within the meaning of this Act; provided always, that no school shall be certified both under this Act and under the Act of the seventeenth and eighteenth Victoria, chapter eighty-six.

Inspector to report annually. Certificate may be withdrawn.

IV. The said Committee shall direct a report of the condition and regulations of every certified industrial school to be made to them at least once in each year by such person as they may appoint; and if upon his report the Committee is dissatisfied with the condition or regulations of the school, they may withdraw their certificate, and, upon notice in writing of such withdrawal having been given to the managers thereof, the school shall cease to be a certified industrial school from such time as shall be specified in the notice.

Children taken into custody for vagrancy may be sent to school while inquiries are made.

V. When any child is taken into custody on a charge of vagrancy under any local or general Act, the justices, on receiving satisfactory proof in support of such charge, may, if the parent, or in case of an orphan, if the guardian or nearest adult relative, of the child cannot at once be found, and provided there be any certified industrial school, the managers of which are willing to receive him, order the child to be sent to such industrial school for any period not exceeding one week, and shall direct due inquiries to be made, and notice (Form A.) to be given to the parent or guardian or nearest adult relative of the child, if any can be found, or to the persons with whom the child is or was last known to have been residing, of the circumstances under which the child has been taken into custody, and that the matter will be inquired into at the time and place mentioned in the notice.

Justice may order child to be discharged or sent to a certified industrial school or make parent responsible.

VI. At the time and place mentioned in the notice, any justices may make full inquiry into the matter, and may, if they shall think fit, order the child to be discharged altogether, or if the parent, (or where the child is an orphan, then the guardian or nearest adult relative,) be found, may, on conviction of such child on such charge as aforesaid, deliver him up to his parent, (or where the child is an orphan, to the guardian or nearest adult relative as aforesaid,) on his giving assurance in writing (Form B.) that he will be responsible for the good behaviour of the child for any period not exceeding twelve months, and in default of such assurance being given may, by writing under their hands and seals (Form C.), order the child to be sent for such period as they may think necessary for his education and training to any certified industrial school, the managers of which

are willing to receive him; provided, however, if within the county where the child was taken into custody, or any adjoining county, there shall be any certified industrial school conducted on the principles of the religious persuasion to which the parent of the child in the opinion of the justices shall belong, and the managers of such school shall be willing to receive him, such child shall be sent to such last-mentioned school, and not to any other.

VII. If the child, after such assurance as aforesaid being given, be brought up again on a similar charge within the period for which the parent, or in case of an orphan, the guardian or nearest adult relative, has become responsible for his good behaviour, the justices may inflict a fine upon the parent or guardian or nearest adult relative as aforesaid, not exceeding forty shillings, should it be proved, to the satisfaction of the justices, that the last-mentioned act of vagrancy has taken place through the neglect of the parent.

VIII. The time during which any child shall be lodged in any certified industrial school under this Act shall, for all the purposes of the Act of the ninth and tenth years of the reign of Her present Majesty, chapter sixty-six, and of every Act, incorporated therewith, be excluded in the computation of the time therein mentioned.

IX. If the parent, or in case of an orphan, if the guardian or nearest adult relative, objects to the certified industrial school to which the child has been sent or ordered to be sent, and proposes some other certified industrial school, and proves that the managers of it are willing to receive the child, and, if on any other than religious ground, pays or finds good security to pay any expenses which may be incurred in consequence of his objection, any justice of the county where the child was taken into custody shall order (Form D.) the child to be sent to the certified industrial school proposed by the parent or guardian or nearest adult relative as aforesaid.

X. In every industrial school a book shall be kept by the managers, to which access shall be had at all reasonable hours, in which the religious denomination of the child when admitted to the industrial school shall be entered; and it shall be lawful, upon the representation of the parent, or in case of an orphan, then of the guardian or nearest adult relative, of any inmate placed in such industrial school under the provisions of this Act, for a minister of the religious persuasion of the inmate of such industrial school, at certain fixed hours of the day, which shall be fixed by the managers for the purpose, to visit such schools for the purpose of affording religious assistance to such inmate, and also for the purpose of instructing such inmate in the principles of his religion.

XI. A duplicate of the order under which any child is in pursuance of this Act ordered to be sent to a certified industrial school shall be sent to the managers thereof, and shall be a sufficient warrant for the detention of the child.

XII. On the application of the parent, or in case of an orphan, then of the guardian or nearest adult relative, or of the managers, any justices of the county in which the school is situate, or of the county where such parent resides, if satisfied that a suitable employment in life has been provided for the child, or that there is otherwise sufficient cause, may discharge (Form E.) the child from the certified industrial school before the full expiration of the period for which he has been sent there, or may order his removal from one certified industrial school to another (Form F.), or may order him to be discharged altogether.

XIII. On good security being at any time found by the parent or by any other person, any justices of the county in which the certified industrial school to which the child has been sent is situate or of the county where such parent resides shall order (Form G.) the child to be discharged therefrom; provided always, that the security shall be in such amount as the justices determine, or may be rejected by them altogether, on its being proved to their satisfaction that security for the child has at any time and under any circumstances been previously rejected or forfeited.

XIV. No person shall be detained in any certified industrial school under this Act beyond the age of fifteen years against his consent.

XV. Any justices of the county in which the certified industrial school to which the child has been sent is situate, or in which the parent is residing, may, upon the complaint of the managers, summon the parent, and examine into his circumstances, and in their discretion may order him (Form H.) to pay to such managers, or to any person authorized by them from time to time to receive it, a weekly sum not exceeding three shillings, until the child attains the age of fifteen years, or is

Parent liable to penalty for neglect during responsibility, Time passed in industrial school to be excluded in computation of time under 9 & 10 Vict., c. 66.

Parent may (under conditions) have child sent to a school which he approves.

Book to be kept in which religious denomination of children to be entered; Certain hours to be fixed for visits of clergymen.

Duplicate of order to be given to managers, to be sufficient for detention of child.

On application of parent, &c., child may be discharged from school.

Child may be discharged on good security being found.

Child not to be detained beyond the age of 15.

On application of manager, the parent may be summoned, and

ordered to pay according to his ability.

lawfully discharged; and on default of payment for the space of fourteen days the like proceedings may be taken for enforcing and recovering the same as are herein-after provided for the enforcing and recovering of any penalty or forfeiture imposed by this Act.

Parents pay-
ment may be
diminished
or increased.

XVI. The parent or the managers may at any time apply to any justices of the county in which the certified industrial school is situate, or in which the parent is residing, for an order to diminish the amount of the weekly sum payable by the parent, or to increase it to an amount not exceeding three shillings per week; and the justices, on proof that the parent or the managers have given to each other (as the case may be) not less than one week's notice in writing of the intended application, and of the time and place of hearing the same, shall make full inquiry into the matter, and may diminish or increase the amount of the weekly sum payable by the parent, as they think fit, or may release him from such payment altogether (Forms I. and K.)

Power to
managers
to permit
children to
sleep out of
school.

XVII. The managers may, at their discretion, permit any child to sleep or lodge at the dwelling of his parent, or of any trustworthy and respectable person, and may also, at their discretion, revoke such permission; provided always, that they shall continue to board and feed the child in all respects as if he were lodging in the certified industrial school.

Children ab-
sconding, &c.
may be sent
back to the
school.

XVIII. If any child, whether lodging in the school or elsewhere, before attaining the age of fifteen years, or being duly discharged, wilfully absconds from the school, or neglects his attendance thereat, any justice of the county in which the certified industrial school is situate, or in which the child is re-taken, may, by writing under his hand and seal, order him to be sent back to the school, and to be detained there until he attains the age of fifteen years, or for such shorter period as the justices think fit.

Penalties on
persons in-
ducing chil-
dren to
abscond, &c.
or harbour-
ing them.

XIX. Any person who directly or indirectly withdraws a child from the certified industrial school to which he has been sent, or induces him to abscond therefrom, previous to his attaining the age of fifteen years, or being duly discharged, or who knowingly conceals or harbours him, or in any way prevents his return, shall for every such offence be liable in a penalty not exceeding two pounds, to be recovered by summary proceedings before two justices in or near the place where the offence is committed, or where the offender may at the time being happen to be, in manner provided by the Act of the session holden in the eleventh and twelfth years of Her Majesty, chapter forty-three.

Service of
notices.

XX. The leaving of any summons or notice or order authorized to be issued or made by any justices under this act at the usual or last known place of abode of the party to whom the same respectively is directed shall in every case be deemed a good and sufficient service thereof.

Guardians
may con-
tract with
managers.

XXI. The guardians of any union or any parish wherein the relief to the poor is administered by a board of guardians may, if they deem proper, with consent of the Poor Law Board, contract with the managers of any certified industrial school for the maintenance and education of any pauper child.

What is
sufficient
evidence as
to certificate
of school,
identity of
child, and
making of
orders.

XXII. Whenever it shall be necessary to prove that any industrial school is duly certified or sanctioned under this Act, the production of an attested copy of the certificate shall be sufficient evidence thereof; and the production of an original duplicate of the order under which any child has been sent to or is detained in any certified industrial school under this Act, or a copy of such order with a memorandum signed by the manager or superintendent, or master or matron of any such school, that the young person named in such order was duly received into and is at the signing thereof detained in such school, or has been otherwise disposed of according to law, and the production of an original duplicate of any order made upon the parent under this Act, or a copy thereof certified by the clerk to the justices making the same to be a correct copy, shall in all proceedings whatsoever be sufficient evidence of the due making and signing of all or any of such orders, memorandum, and certificate respectively, and of the sending, detention, and identity of the child or parent named in such orders respectively, without proof of the signatures or official characters of the justices or other persons appearing to have signed the same respectively.

Committee
of Educa-
tion to give
notice of
certified
schools.

XXIII. Whenever the Committee of Her Majesty's Privy Council on Education shall at any time grant a certificate under this Act to any industrial school, they shall within one calendar month cause a notice thereof to be published in the *London Gazette*, and such publication shall be a sufficient evidence of the fact of such industrial school having been certified to justify any justices to commit any child thereto,

subject to the provisions of this Act; and whenever the Committee shall withdraw the certificate granted to any industrial school, they shall within one calendar month give notice of such withdrawal in the said gazette.

Forms in Schedule may be used.

XXIV. The several forms in the Schedule to this Act annexed, or any forms to the like effect, shall in all cases be sufficient; provided always, that any summons, notice, or order shall not be invalidated for want of form only.

Extent of Act.

XXV. This act shall not extend to Ireland or Scotland.

SCHEDULES.

(A.)

Notice by Police to Parent, &c. of Child being in Custody, &c.

To C.B. of the parish of _____ in the county of _____
I hereby give you notice, pursuant to section 5 of the "Industrial Schools Act, 1857," that a child named A.B., apparently about _____ years of age, the son of [or who have been residing with] you the said C.B., has been taken into custody for having been on the _____ day of _____ in the parish of _____ in the said county of _____ found [in the words of the local or general Act], and that the matter will be inquired into on the _____ day of _____, at _____ o'clock in the forenoon, at _____, before such justices of the peace for the said county as may then be there, who may make such order on you the said C.B., to be dealt with according to the said Act, as they may think fit; the said A.B. is in the meantime detained in the _____ at _____, by the order of a justice of the peace.

Dated this _____ day of _____ 185 ____
M.N. { Constable, inspector, or superintendent
of police of _____

(B.)

Form of Assurance of Parent for good Behaviour of Child.

Whereas a child named A.B., the son of C.D., has been proved a vagrant; I C.D. hereby undertake to be responsible for the good behaviour of the said child for the period of _____ months from the day of the date thereof.

(C.)

Order sending Child to Industrial School.

to wit. } To the constable of _____ and to the managers of the
certified industrial school at _____
Whereas a certain child named A.B., about _____ years of age, was this day brought before us, two of Her Majesty's justices of the peace for the county of _____, for that he on the _____ day of _____, at _____, was found in the act of vagrancy [or, as the case may be in section 5]: And whereas we have made full inquiry into the matter, pursuant to the "Industrial Schools Act, 1857," and no satisfactory assurance has been given for the future proper care and good behaviour of the said child: Now therefore we, the said justices, do, pursuant to section 6. of the said Act, order you, the said constable, to take the said child, and him safely convey to the _____ certified industrial school at _____ aforesaid, and there to deliver him, together with this order; and we do hereby command you the said managers (it appearing to us that you are willing to receive him therein) to receive the said child into your charge in the said school, and there to detain, educate, and train him for the period of _____ from the date hereof.

Given under our hands and seals this _____ day of _____ at _____ in the county aforesaid.

[Signatures and seals of justices.]

(D.)

Second Order changing School.

To the managers of the _____ certified industrial school at _____
and to the managers of the _____ certified industrial school
at _____

Whereas a certain child named *A.B.*, about _____ years of age, was on the _____ day of _____, by the order of _____, two of Her Majesty's justices of the peace for the county of _____, pursuant to the "Industrial Schools Act, 1857," taken to the _____ certified industrial school at _____, there to be detained for the period of _____ from the said day of _____, and he is now detained therein [*if so*]: And whereas *C.B.*, according to the provisions of the said Act entitled to object has objected to the said school, and has proposed the _____ certified industrial school at _____, and proved to me the undersigned, one of Her Majesty's justices of the peace for the county of _____, where the child was taken into custody, that the managers of the _____ certified industrial school at _____ are willing to receive the said child, and the said *C.D.* has also complied with the other conditions of section 9 of the said Act: These are therefore, pursuant to section 9 of the said Act, to order you the said managers of the _____ certified industrial school at _____ to deliver up the said child forthwith to the _____ certified industrial school at _____; and you the said managers of the said last-mentioned school are hereby required to receive the said child into your charge in the said school, and there to detain, educate, and train him for the period of _____ from the day of _____

Given under my hand and seal this _____ day of _____, at _____ in the county aforesaid. J. S. (L.S.)

(E.)

Order for discharge of Child on Employment being found for him.

To the managers of the _____ certified industrial school at _____:

Whereas a certain child named *A.B.*, about _____ years of age, was on the _____ day of _____, by the order of _____, two of Her Majesty's justices of the peace for the county of _____, made pursuant to the "Industrial Schools Act, 1857," taken to the _____ certified industrial school at _____, there to be detained for the period of _____ from the said day of _____, and he is now detained therein: And whereas it appears to us, two of Her Majesty's justices of the peace for the county of _____ in which the school is situate [or in which the parent or guardian or nearest adult relative of the said child resides], that suitable employment in life has been provided for the said child [or there appears to us, &c. sufficient cause for the discharge of the said child:] These are therefore, pursuant to section 12 of the said Act, to command you, the said managers, forthwith to discharge the said child and to deliver him into the charge of _____, who brings this order.

Given under our hands and seals this _____ day of _____, at _____ in the county aforesaid.

[Signatures and seals of justices.]

(F.)

Order changing School on assurance being given for future good Behaviour.

To the managers of the _____ certified industrial school at _____
and to the managers of the _____ certified industrial school at _____

[Proceed to the asterisk* in the Form (E.), and then say]: And whereas it appears to us desirable that the said child should be removed from the said _____ certified industrial school to the said _____ certified industrial school (the managers of which said last-mentioned school being willing to receive the said child therein): These are therefore, pursuant to section 12 of the said Act, to order you the said managers of the _____ certified industrial school at _____ to deliver up the said child forthwith to the _____ certified industrial school, or to any person authorized by them to receive the child, at _____; and you the said managers of the said

last-mentioned school are hereby required to receive the said child into your charge in the said school, and there to detain, educate, and train him for the period of _____ from the _____ day of _____

Given under our hands and seals this _____ day of _____, at _____ in the county aforesaid,

[Justices signatures and seals.]

(G.)

Order for Discharge of Child on Security given for future good Behaviour.

[Proceed to the asterisk * in the Form (E.), and then say]: And whereas good security has been found before us, two of Her Majesty's justices of the peace for the county of _____ in which the school is situate [or in which the parent or guardian or nearest adult relative of the said child resides], for the future good behaviour of the said child*: These are therefore, pursuant to section 13 of the said Act, to command you, the said managers, forthwith to discharge the said child, and to deliver him into the charge of _____, who brings this order.

Given under our hands and seals this _____ day of _____, at _____ in the county aforesaid.

[Signatures and seals of justices.]

(H.)

Order on Parent to pay weekly Sum to Managers of School.

To C.B. of _____ in the county of _____, carpenter.

Be it remembered, That on this _____ day of _____ in the year of our Lord 185 _____, at _____ in the county of _____ a certain complaint of E.F., one of the managers of the _____ certified industrial school at _____ made under section 14 of the "Industrial Schools Act, 1857," for that by a certain order of justices bearing date the _____ day of _____, a certain child named A.B., of the age of _____ years, was sent to and is now detained in the said certified industrial school pursuant to the said Act, and that the said child is the son of the said C.B., [or was, at the time of his removal to the said school, residing with the said C.B.], was duly heard by and before us, the undersigned, two of Her Majesty's justices of the peace in and for the said county of _____, (wherein the said school is situate, or wherein the said C.B. is residing,) in the presence and hearing of the said C.B. [if so, or the said C.B. not appearing to the summons duly issued and served in this behalf]; and we, having duly examined into the circumstances of the said C.B., do, pursuant to section 14. of the said Act, order the said C.B., weekly and every week from the _____ day of _____, to pay to the managers of the said certified industrial school, or to such person as the said managers may from time to time authorize to receive the same, the sum of _____ shillings for the maintenance, clothing, education, care, and training of the said child, until the said child shall attain the age of fifteen years, or shall be lawfully discharged from the said school.

Given under our hands and seals this _____ day of _____, at _____ in the county aforesaid.

[Justices signatures and seals.]

(I.)

Order diminishing or increasing weekly Payment by Parent.

To C.B. of _____, and to the managers of the _____ certified industrial school at _____;

Whereas by a certain order of [us, the undersigned, if so,] two of Her Majesty's justices of the peace for the county of _____, made on the _____ day of _____, pursuant to section 14 of the "Industrial Schools Act, 1857," [we,] the said justices, ordered that you, the said C.B., should weekly and every week pay to the managers of the said school the sum of _____ for the maintenance, clothing, education, care, and training of a certain child named A.B. (who is the son of [or who had been residing with] you, the said C.B.) and who had been theretofore duly sent to and was then and now is detained in the said certified industrial school for the period therein mentioned*: Now therefore we, the said justices, seeing cause to diminish

[or increase] the amount of the said weekly payment, do order, that
15 of the said Act, that the said weekly payment to be made by you
you the said managers shall, from day of , be the said **MAJESTY'S MOST HONORABLE**
per week, and no more.

Given under our hands and seals this
in the county aforesaid.

day of

signed. Trustees or Managers
of the benefits to which S

[Justices signature. such parts of the Intellectual

(K.)

Order releasing Parent from Payment altogether.

[Proceed as in Form (I.) to the asterisk*, and then say:] Now the
said justices, seeing cause to release the said C.B. from the said w
altogether, do order, pursuant to section 15 of the said Act, that you,
shall be released altogether from the payment of the aforesaid week
said managers from the day of

Given under our hands and seals this
in the county aforesaid.

day of

mitted, as the holders of Certi
it. If successful,
th a list of the prizes, from and
to exercise. A certain liberty
ed, material, and instrument
ained liberty.
in their power for attendance
r Majesty's inspectors, in or
Certificates of Merit may ell
ward each of the five exerts
I competency to give instructi
of the re-examination will
increased attendance, he is
the end of that period, a p
the value of a Certificate
and the first division of the
g to the character of the
ch grants may be made in

BUILDING GRANTS.

MINUTE, dated 20 January 1858, agreeing to reekon
Rooms designed for Scientific and Artistic Instruction
in awarding Grants towards School-buildings.

*At the Council Chamber, Whitehall, the 20th day
January 1858.*

BY THE LORDS OF THE COMMITTEE ON EDUCATION,
MAJESTY'S MOST HONORABLE PRIVY COUNCIL,

Resolved—

THAT, in approving plans for the erection or extension
school-buildings, their Lordships will be prepared to take
account the area of rooms which may be intended for
instruction in drawing, mechanics, physics, chemistry, and
tion, and natural history, as well as of rooms designed
elementary day schools of the common kind.

That the
Teacher's
character, and
conduct, and
attention to
duty are
important
factors in
the
selection
of
the
best
schools
for
the
purpose
of
the
Committee
on
Education
and
the
Privy
Council
in
the
award
of
grants
towards
the
erection
or
extension
of
school
buildings.

SIR'S MOST HONORABLE

sired. Trustees or Managers of the benefits to which Schools are entitled.

such parts of the intellectual instruction of the admission falls in the first half of the year, then at the

The rest of the School-income must be derived from School-
 The whole, be derived from voluntary contributions. Their
 special report in favour of any self-supporting School which
 no funds derived from any permanent endowment, whether
 life of the donor.
 If the Master and Mistress of a School are man and wife
 with a joint salary, and each or one of them seeks a Grant
 supposed division) to fulfil in each case the conditions of the
 (the house or lodging) to which the money equivalent, will
 as belonging to both or either of them.
 Teachers, not to the general funds of the School. Their Lord
 Salaries of the Teachers, even though more than sufficient to
 Students in Normal Colleges are *classified*, at the end of
 passed by them, but are not circulated. No Certificate of
 to be examined there.
 of books, materials, and instruments
 in for each exercise. A certain liberty
 by the result of his examination previous to quitting the Nor
 the first year on the scale of the lowest class. If the second
 tionally entitled, as the holders of Certi
 fixed for the next five years. After which interval, and so
 for the next five years.

Teachers who have completed their 35th Year may choose
 whether they will take the First or the Second Year's subjects
 for the First Year, and will not be certificated thereupon higher
 than the third degree of merit. In order to exceed that rating
 they must pass for the Second Year on a subsequent occasion.

Schedule C.
 Subjects for the Third Year.

The Bible generally.
 The Sciences of Christianity.
 School Management.
 Vocal Music.
 Drawing.
 In addition to the above subjects, Students of the Third
 Year will be examined in one of the following subjects, at their
 their option. They will be required to specify the subject, and
 the commencement of the third year.
 1. Mental Science as applied to education.
 2. Experimental Science (especially as applied to manufac-
 tures and agriculture).
 3. Higher Mathematics.
 4. Languages (ancient or modern), as a means of intellectual
 discipline.
 5. History.
 6. English Literature.
 N.B.—A paper on Welsh, and a paper on Gaelic, are presented
 to such Teachers as desire to work them, with a view to
 service in Welsh or Highland Schools. Every teacher who
 passes a thoroughly good Examination in one of those lan-
 guages will be specially registered; and, as often as Her
 Majesty's Inspector certifies of any particular School, that
 it is one in which a knowledge of Welsh, or Gaelic, is need-
 ful in the Teacher, an extra payment of 5l. will be allowed
 over and above the usual augmentation, so long as the
 Teacher remains in that School.

Class of Certificate
 as subjects of the
 of the Second or
 Teachers, character,
 conduct, and
 attention to
 duty are
 satisfactory.
 That the
 T. T.
 S. S.
 O. O.
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INSTRUCTIONS TO INSPECTORS, &c.

CHARACTER OF SCHOOL INSTRUCTION.

Extract from Circular Letter to Her Majesty's Inspectors of Schools, dated 30 September 1857, calling attention to necessity of giving a practical character to school-instruction.

"In all your examinations my Lords wish you to lay the greatest possible stress upon the ability of the children to read, write, and work sums in such a manner as will really enable them to employ those attainments in the practical business of life. There is great reason to fear that school teachers are in the habit of often resting satisfied with a lower standard of proficiency in the reading, writing, and arithmetic, even of their best scholars, than would be tolerated in any handicraft or occupation by which, after leaving school, the same children were to earn their living. It is obvious that elementary education can neither become popular nor useful until a sounder practice prevails in this part of it, and that any attempt to pursue more advanced subjects at the expense of this groundwork can only entail discredit and failure."

Character of instruction.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspectors of Schools.

BOOK LISTS.

Circular Letter to Her Majesty's Inspectors of Schools, cautioning them not to allow their official titles to be used in advertisement of School-Books, &c.

SIR, Education Department, 25 March 1857.

In the course of revising the list of books and maps for the purchase of which grants are made to the managers of schools, my Lords have been led to notice numerous advertisements wherein Her Majesty's Inspectors of Schools are quoted by name as having approved of particular works.

One of the greatest difficulties experienced in undertaking to make grants of this kind was to avoid the onus and odium of an apparent censorship by the Government on books.

In the mind of the public there is not much distinction between the Committee of Council and its responsible officers.

It is in vain, therefore, to remove every indication of such censorship from the documents and correspondence of this office, if Her Majesty's Inspectors allow public use to be made of their names.

The same remark applies, not only to printed matter, but, to every other appliance of education which is supplied by trade.

If Her Majesty's Inspectors think it necessary to express opinions upon these subjects in writing, such opinions should always be given under the stipulation that no public use be made of them.

No single Inspector is authorized to speak either for the Committee of Council or for his colleagues; and the record of his own individual opinion upon particular works may possibly place either himself or others in circumstances which it is better to avoid.

Oral communications with the managers of schools who invite an opinion may be resorted to without the same objections.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspectors of Schools.

Enclosure in foregoing Circular, stating Principles on which Book List has been compiled.

Books, &c.

SIR,

Committee of Council on Education, August 1856.

THEIR Lordships, having completed the revision of their list of works for use in elementary schools, direct me to state, for your information, the principles by which they have been guided.

The object of the Committee of Council, as regards elementary educational works, has been to make them known to the managers of schools, and to facilitate the purchase of them.

The difficulty of school managers does not consist in providing the means of reference to works of comparatively expensive character, but in *putting class-books into the hands of each scholar, and furnishing the school with large maps and diagrams for class teaching*. It is to the supply of such works, and of suitable text-books for teachers and pupil-teachers, that my Lords desire to confine the application of the Parliamentary Grant.

My Lords accordingly reserved to themselves the liberty of rejecting any work which by its subject-matter might appear to them to be unsuitable for the purpose in view, *viz., the elementary instruction of children in school*; but they have not gone further than this into the merits of any particular work.

Their Lordships have continued to confine the List to works which purport to convey secular information.

In compiling the present List in accordance with this limitation, their Lordships have taken as a basis the works submitted to them by educational publishers and societies; and in deciding upon rejection they have endeavoured to act upon general rules, of which the convenience and impartiality should be at once apparent. Had all the works offered been admitted, the list would have been twice as large, and this circumstance alone may be taken to justify some degree of rejection.

Premising thus much, I am directed to state the chief heads under which rejection has been made.

Their Lordships have excluded—

1. Works in ancient history and Ancient geography, Ancient and modern languages, Chronology and biography (except so far as included in the common reading lessons).
2. Works on subjects of technical or professional education.
3. Historical and geographical accounts of separate countries, other than England, Scotland, and Ireland.
4. Books purporting to bear specially on the education of the children of the middle or upper classes of society.
5. Serial and periodical publications.
6. Lectures and addresses.
7. Metrical books of instruction intended to be learned by rote.
8. Books of skeleton themes, and other similar exercises in composition.
9. Spelling books.
10. Small manuals of etymology, small dictionaries, small collections of arithmetical tables, small catechisms, and the like.—About 300 publications have been rejected under this head.
11. Books of questions.
12. Books of exercises.
13. Keys.
14. Collections of vocal music, unaccompanied by instruction.
15. Reading lesson books not belonging to a series.
16. Editions of Euclid's Elements containing less than four books (the number required of pupil-teachers in the course of their apprenticeship).

17. Books of which the edition submitted was published before the year 1846, and, in the case of geographical books, before 1850.
18. Duplicate editions of works in which there is no existing copyright.
19. Ruled stationery.
20. Writing models for the use of the scholars individually.
21. Blank projections for maps.
22. Outline maps intended to be filled up by the scholars.
23. Maps not mounted.
24. Books costing more than ten shillings, reduced price, and atlases and maps costing more than twenty shillings.

In explanation of the occasional appearance in the list of a work comprised in any of the above classes, I am to mention that all the works which were included in the old list, and continue to be in demand, have been retained in the new.

Further, the Committee of Council have not been able to afford space in the list for more than one form of the same work. But my Lords have in all such cases carefully selected that form of the work which appeared to them to be the best adapted for use in an elementary school. Their Lordships have accordingly given a preference to editions of books bound in one volume, to editions of atlases containing coloured maps, and to coloured and varnished editions of wall maps.

With regard to the unavoidable bulk which the list assumes upon the only principles of selection and rejection which were open to a public department, it may be borne in mind that private promoters of education (whether societies or individuals) are at liberty to recommend selections from the list, in any way they may think fit, to the managers of schools.

I may state also that the Committee of Council will consider plans for encouraging the establishment of local depôts at which managers and teachers may inspect specimen copies of all the works included in their Lordships' list.

I am to request that you will from time to time communicate to their Lordships the names of any works which in your opinion it would be desirable to add to the list. My Lords will, on the receipt of your recommendation, cause copies of the works specified to be procured, and will consider the works with reference to the then next ensuing reprint of the list.

Their Lordships expect that in this manner the list may be made to serve as a tolerably complete guide to the chief works of elementary instruction on secular subjects published in this country.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspectors of Schools.

DRAWING.

Circular Letter to Her Majesty's Inspectors of Schools as to Instruction in Drawing.

SIR, Education Department, 27 February 1858.

I HAVE the honor of requesting your attention to the enclosed copy of the Minute dated 24 February 1857, on the subject of drawing (see Minutes of 1856-7, page 25).

You are already familiar with the practice under that Minute, so far as the examination of *pupil-teachers* is concerned.

It has now become necessary to request your attention more particularly to Section 8 in the same Minute.

Pursuant to that section, certificated or registered teachers having charge of apprentices, may receive certain annual payments ranging from 1*l.* to 5*l.*, according to the examinations which they may have passed in drawing.

The consideration for these payments is expressed in the last paragraph of the 8th section, i.e., drawing is to be taught throughout the school, like any

other branch of instruction which enters into the regular programme of lessons.

If you will have the goodness to turn to pages 2, 3, and 4, of the enclosed Form IX. (Managers' Return),* you will observe that space is left for the proper entries. My Lords are duly furnished from time to time with lists by the Department of Science and Art, containing the names and other needful particulars of all those certificated or registered teachers who pass any or all of the prescribed examinations in drawing.

The entries made by the managers in this part of the Form IX. will guide you in the inspection of the school, and will be verified in this office before the grant is paid.

It will be your duty in all schools where you find teachers who are thus certified for drawing to ascertain and to state in your report,—

1. Whether drawing is actually taught in the school;
2. Whether it is taught in due combination with other subjects of elementary instruction to all children who learn writing; and
3. Whether the writing of the children who learn drawing exhibits well-formed letters.

So far as any professional examination of the instruction in drawing is concerned, my Lords will not hold you responsible for it. But you will be good enough to explain to the managers of the school that it is a condition of their permitting their teacher to receive the allowance for drawing under section 8 of the Minute, that they also permit the officers of the Department of Science and Art to ascertain at least once in the course of each year, with what degree of success the teacher is instructing a fair proportion of his scholars in drawing. The officer who makes this inquiry will give notice to the managers at least one week before-hand of the arrangement by which he proposes to pursue his inquiry.

In many cases a school of art is likely to be within reach, rendering an examination of the children, either there or by the Art Inspector in their own school, perfectly easy. The officer who examines the drawing will report the result to the Department of Science and Art, and if his report be unfavourable it will be communicated to the Committee of Council, in order that it may be taken into account *before the next allowance to the teacher on his certificate for drawing is made at the date fixed for the payment of annual grants to the school.* It may not be possible in all cases at first to arrange for a special inquiry into the instruction in drawing under section 8, but this will cause no delay in the payments which will be issued on the report of Her Majesty's Inspector as often as no communication to the contrary has been received from the Department of Science and Art. Notice of each payment for drawing as it is made will be sent to that department, in order that they may arrange for inquiry before another falls due.

It is hoped that by these means the Minute of 24 February 1857 may not only have the effect of simplifying, and of rendering more effectual the examination of pupil-teachers in drawing, but that it may also tend to bring all those children who are old enough within the reach of similar instruction.

The precision which drawing requires gives it much of the same educational value as attaches to the practice of a handicraft, while on the other hand it requires comparatively so little additional apparatus, and has so much in common with writing and with geometry, that its introduction entails a much less wide departure from the ordinary course of lessons than most

	F.	L. G.	L. P.	M.
* Whether registered specially for Drawing				

* These letters stand respectively for Freehand, Linear Geometry, Linear Perspective, and Model and Object Drawing. A cross x should be entered under each letter, denoting subjects for which the teacher has obtained a prize from the Department of Science and Art. (Minute of 24 February 1857).

other industrial subjects. My Lords wish the introduction of it into elementary schools to be generally encouraged, and it is important that with this object in view, you should endeavour to disabuse persons of the notion that the kind of drawing which has been hitherto known as an accomplishment in schools for the rich, is that which would be taught under the present Minute in schools for the poor. The kind of drawing which it is proposed to teach is in the strictest sense an education of the eye and of the hand, such as may, indeed, be the first step in the career of a great artist, but must at any rate enable the commonest workman to do his own work more neatly and better.

So far as the introduction of drawing may seem to add another item to a list of subjects already too great for young children to learn, I am to observe, that the knowledge which my Lords wish to see all children bring with them from school is,—

1. The power to read easily and intelligently enough to make reading a pleasure;
2. The power to write easily and legibly; and
3. The power to perform and to apply to everyday matters the common operations of arithmetic, at least as far as practice and the rule of three, inclusive, rapidly, accurately, and with as much comprehension of the principles as is practically necessary for this purpose.

As to other subjects, the walls of a school carry maps and diagrams; every reading lesson, every dictation lesson, must be about something or other; the trained and certificated teachers have been highly educated themselves in order to be able to connect and to explain as much of history, geography, grammar, and the rudiments of natural science, as occur in all the reading books commonly used. While, however, the teacher's general knowledge is thus employed in giving life and interest to the entire course of instruction, and in rescuing it from that character of merely mechanical drudgery into which it formerly was too apt to fall, the main stress, nevertheless, of the instruction should turn rather upon *what the children are to be enabled to do, than upon what they are only to answer about*. Drawing, like reading, writing, and arithmetic, falls under this practical description, and if the three latter subjects were proved by your inspection to be taught in a school according to the standard fixed in the earlier part of this letter, it would not be necessary to take any exception under section 8 to the undue preference of drawing.

It is not wholly foreign to the present occasion to add, that much greater stringency is requisite in teaching these indispensable instruments of all further progress than is applied in many, if not in most, of the schools under inspection. Not only is this fact made apparent from the earlier examinations held under every prize-scheme, but whenever the attempt has been made to connect primary with secondary schools, it has been found that the proficiency which the greater part of the scholars brought with them in the merest elements of instruction was too loose and unsatisfactory to bear any practical superstructure without laying much of the foundation again. Your inspection may do a great deal towards curing this evil, if it never fails to begin by exacting (through specific exercises) strict proof of power to use the first instruments of knowledge, and if no appearance of general intelligence or of general information is allowed to redeem failure in this respect from a severely condemnatory report.

Of course these and similar instructions leave untouched those which (in the case of certain of the inspectors) direct inquiry to be made into religious knowledge.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspectors of Schools.

SUPERANNUATION.

Extract from Circular Letter to Her Majesty's Inspectors of Schools, dated 12 June 1857, stating Resolution not to undertake any Scheme for Superannuation of Teachers.

Teachers' superannuation.

"THE Committee of Council, as you are doubtless aware, has had under its consideration various proposals during the last few years for the superannuation of teachers.

A certain limited class of cases is provided for by the Minute of 6 August 1851 (*Minutes of 1851-2*, p. 25), but the proposals in question contemplate some general and uniform provision.

It has never been proposed that the Government should make a general offer of pensions. In one form or other, it has always been assumed that the teachers were to make provision for themselves, and the points urged upon my Lords have been the means of ensuring (by compulsion, or by encouragement, or by both) that the teachers did so.

The Act 16 & 17 Vict., c. 45., and the table annexed to this letter, being an extract from the general tables prepared by the Commissioners for the Reduction of the National Debt, show what are the annual payments which would have to be made from the twenty-first year to the forty-fifth year, upon average lives, for annuities of 20*l.* or 30*l.*

Their Lordships, having had various schemes of superannuation allowances to teachers before them, have given their most attentive consideration to the matter.

It is impossible to overrate the importance both to the individuals themselves, and to the cause of education, that teachers should make due provision for their timely and honorable retirement.

The average of their receipts is, probably, at the present moment, somewhat artificially raised by a demand in excess of the supply. A certificated master, besides a house, receives (in salary and in Government grants together) about 90*l.* per annum, and a certificated mistress 60*l.*, on the average of the whole kingdom.* This is liberal payment for young men and women, the children, frequently of artisans and labourers, at the age of twenty-one or twenty-two years, in a comfortable and honorable profession, and the fact that this income accrues almost at once, and is not commonly much augmented by length of service, renders it matter of common duty and prudence that young schoolmasters and schoolmistresses should not spend the whole of their earnings, but should learn to put by a sufficient portion. The early purchase of a deferred annuity is one among other means for this purpose. The annuity extends to the end of life, and the demand for premiums comes in aid of weak resolution when the annual savings have to be made.

A general provision, however, for superannuated or incapacitated teachers involves social as well as merely educational considerations. Teachers cannot be supposed to be less alive than other men to prudential motives, nor are their circumstances less varied than those of any other class. It is everyone's duty to make provision for sickness or old age. But it would be a very arbitrary interpretation of this duty to compel every man, by Act of Parliament, to purchase a deferred annuity, of a certain proportionate amount, and to commence at a certain fixed time of his life.

The general object of interfering at all with teachers in this respect could be answered only by compulsory interference, and the examples which have been quoted of such interference do not apply to the indirect relation in which the Government stands to the teachers of schools. The Government neither appoints nor dismisses those officers, nor does it recognize them, except as employed by the independent managers of schools under inspection.

* *Infra*, Table XIII., page 66.

Acting upon these views their Lordships have decisively resolved to confine the interference of the Committee of Council with the retirement of teachers to such a limited number of cases as, for the time being, may fall within the Minute of 6 August 1851, and since it is desirable that no misconception should exist about the intention of the Committee in this respect, I am to request that you will omit no opportunity in answer to inquiries of making it known. At the same time their Lordships wish you to call attention among the managers and teachers of schools in your districts, to the facilities afforded by the Act 16 & 17 Vict., c. 45., for making proper provision for old age on the security of the State in all those cases where the purchase of a deferred annuity is the most convenient mode of affecting this object. The purchase of a deferred annuity under the Act can be accomplished through any savings bank, but certain fees which the officers of such banks are entitled by law to charge for agency may be saved by purchasers who address their proposals directly (post paid) to 'The Secretary, National Debt Office, London, E.C.'

It might hereafter be a reason for not admitting any particular teacher to the benefit of the Minute of 6 August 1851, that he had, without special reasons, neglected to make proper provision for himself."

To Her Majesty's Inspectors of Schools.

Table referred to in foregoing Circular.

MAN.				WOMAN.									
Age between	To secure with return of Premium an Annuity, to begin when he is 55, of 20 <i>l</i> . Annual Payment.			To secure with return of Premium an Annuity, to begin when he is 55, of 30 <i>l</i> . Annual Payment.			To secure without return of Premium an Annuity, to begin when he is 55, of 20 <i>l</i> . Annual Payment.			To secure without return of Premium an Annuity, to begin when he is 55, of 30 <i>l</i> . Annual Payment.			
21	£ 3 18 4	s. 4	d. 4	£ 2 18 4	£ 4 11 8	s. 4	d. 4	£ 3 11 8	s. 4	d. 4	£ 2 18 4	s. 4	d. 4
22	4 3 4	5 0 0	5 17 6	3 1 8	4 15 0	7 2 8	3 15 0	5 12 6	5 12 6		3 1 8	4 15 0	7 2 8
23	4 6 8	6 10 0	3 8 4	3 5 0	5 0 0	7 10 0	4 0 0	6 0 0	6 0 0		3 5 0	5 0 0	7 10 0
24	4 11 8	6 17 6	3 11 8	3 8 4	5 5 0	7 17 6	4 5 0	6 7 8	6 7 8		3 8 4	5 5 0	7 17 6
25	4 16 0	7 2 8	3 16 8	3 11 8	5 7 6	8 7 6	4 10 0	6 15 0	6 15 0		3 11 8	5 7 6	8 7 6
26	5 0 0	7 10 0	4 1 8	3 16 8	5 15 0	8 15 0	4 15 0	7 2 8	7 2 8		3 16 8	5 15 0	8 15 0
27	5 5 0	8 0 0	4 6 8	4 1 8	6 2 6	9 5 0	5 0 0	7 10 0	7 10 0		4 1 8	6 2 6	9 5 0
28	5 11 8	8 7 6	4 13 4	4 6 8	6 10 0	9 15 0	5 6 8	8 0 0	8 0 0		4 6 8	6 10 0	9 15 0
29	5 18 4	9 7 6	4 18 4	5 17 6	6 16 8	10 5 0	5 13 4	8 10 0	8 10 0		5 17 6	6 16 8	10 5 0
30	6 5 0	10 7 6	5 5 0	4 18 4	7 7 6	10 17 6	6 0 0	9 0 0	9 0 0		5 5 0	6 16 8	10 5 0
31	6 11 8	10 17 6	5 13 4	5 5 0	7 17 6	11 10 0	6 8 4	9 12 6	9 12 6		5 13 4	6 16 8	10 5 0
32	7 0 0	11 2 8	6 1 8	5 13 4	8 10 0	12 5 0	6 16 8	10 5 0	10 5 0		6 1 8	7 6 8	11 0 0
33	7 7 8	11 17 6	6 10 0	6 1 8	9 2 6	13 0 0	7 6 8	11 0 0	11 0 0		6 10 0	7 16 8	11 15 0
34	8 4 4	12 12 6	7 0 0	7 0 0	9 15 0	13 15 0	8 8 4	12 12 6	12 12 6		7 0 0	8 8 4	12 12 6
35	9 0 0	13 10 0	8 1 8	7 10 0	10 10 0	14 15 0	9 1 8	13 12 6	13 12 6		8 1 8	9 19 8	14 15 0
36	9 13 4	14 10 0	8 15 0	8 1 8	11 5 0	15 15 0	9 19 8	14 15 0	14 15 0		8 15 0	10 11 8	15 17 6
37	10 6 8	15 10 0	9 11 8	8 15 0	12 5 0	16 17 6	10 19 8	15 17 6	15 17 6		9 11 8	11 10 0	17 5 0
38	11 3 4	16 15 0	10 8 4	9 11 8	13 0 0	18 0 0	11 10 0	18 15 0	18 15 0		10 8 4	12 10 0	19 10 0
39	12 1 8	18 3 6	10 8 4	10 8 4	14 7 6	19 10 0	12 10 0	20 10 0	20 10 0		11 3 4	13 13 4	21 0 0
40	13 1 8	19 12 6	11 8 4	11 8 4	15 12 6	21 0 0	13 0 0	22 10 0	22 10 0		12 1 8	14 15 0	22 10 0
41	14 5 0	21 7 6	12 10 0	12 10 0	16 11 8	22 15 0	14 0 0	23 10 0	23 10 0		13 1 8	15 0 0	23 10 0
42	15 11 8	23 7 6	13 16 8	13 16 8	18 3 4	24 17 6	15 3 4	24 17 6	24 17 6		14 5 0	16 11 8	24 17 6
43	17 3 4	25 15 0	15 6 8	15 6 8	20 0 0	27 5 0	16 11 8	27 12 6	27 12 6		15 11 8	18 8 4	27 12 6
44	19 1 8	28 12 6	17 3 4	17 3 4	23 3 4	30 0 0	18 8 4	30 15 0	30 15 0		17 3 4	20 10 0	30 15 0
45					25 15 0	33 5 0	20 10 0						

No annuity can be deferred for a shorter period than ten years.

CORRESPONDENCE, &c.

ORGANIZING MASTERS.

Correspondence with the National Society as to Grants in augmentation of Salaries of Organizing Masters.—(Six letters.)

(No. 1.)

National Society's Office, Sanctuary, Westminster,
30 January 1857.

SIR,

Payment of
organizing
masters.

I AM instructed by the committee of this society to request the consideration of the Committee of Council on Education to the following application.

The society has for many years had in its employ a staff of organizing masters whose duty it has been to visit schools at the invitation of the local managers, and to suggest such improvements in the working, apparatus, discipline, and organization as seemed desirable and possible in each case. The services of these masters have been and continue to be universally acceptable to managers of schools; and the committee have seen with much pleasure that several of Her Majesty's Inspectors have in their printed reports borne ready testimony to the usefulness of the work done by these officers of the society.

There are four of the present staff of these masters who hold Government certificates of merit,—Messrs. Haworth, Jones, Gruzelier, and May. They accepted their appointments on the understanding that they would not receive the payment, which under ordinary circumstances would have been made to them on account of their certificate; but the committee trust that their Lordships will agree with them in the opinion that these masters who have been selected for this work of organizing schools, which must be allowed to be a more responsible duty than that of conducting an ordinary elementary school, solely on account of their peculiar qualifications, should not on that account be deprived of the money which under other circumstances they would have received for their certificates.

The committee would gladly consider any proposition which their Lordships may make for satisfying themselves that the organizing masters of the society who hold certificates of merit are performing the work entrusted to them in such a manner as to justify the payment to them of their certificate money.

I have the honor to be, &c.

(Signed) JOHN G. LONSDALE,

Secretary.

To the Secretary of the
Committee of Council on Education.

(No. 2.)

REVEREND SIR,

Education Department, 6 February 1857.

IN reply to your letter of the 30th of January, I am directed to state that my Lords are ready to pay grants of augmentation to such organizing masters as you describe.

In future appointments their Lordships think that, following the precedent of the Minute of 6 August 1851, a certificate of the first class in the case of all teachers examined before Christmas 1853, or, in the case of those examined subsequently to that date, a certificate equivalent to a position in the first division of the second years' candidates should be required. The qualifications which are specially needful in organizing masters may be found in union with the attainments implied by such a certificate, and, where that union exists, the attainments add both to the general power of the organizing master and to his reputation and influence among other teachers.

With regard to the conditions of payment from year to year, my Lords will expect to receive from your committee, shortly after the 31st of December, a list of the schools (with the date and duration of visit in each case) which have been organized during the year by the masters in question, and also a certificate to the effect that their conduct and attention to duty have been satisfactory.

Payment of
organizing
masters.

The augmentation will be the same, and will depend upon the same conditions of salary and emoluments, as in elementary schools.

Their Lordships, looking to the incompatibility which exists between organizing, and deciding upon the merits of, the same schools, as functions of a single public department, are anxious not to identify the Committee of Council in any manner with the former kind of administration. Notwithstanding, therefore, that my Lords agree to pay the ordinary augmentation grants to such certificated masters as the Committee of the National Society is for the present employing, or may hereafter select from a certain specified class of candidates, to assist local managers in the organization of their schools, my Lords will not, in any degree, be able to recognize the action of such masters as if it were something distinct from that of the local managers and of the acting teacher in individual schools. Each of Her Majesty's Inspectors will report with exactly the same liberty,* and under exactly the same restrictions, upon schools which have been, and upon schools which have not been, organized by those masters.

It will be an indispensable condition of the augmentation grant that the masters receiving it hold no other office.

Their Lordships reserve all questions which any increase in the number of the organizing masters may from time to time occasion.

Their Lordships also reserve all questions which further experience may suggest as to the relations of those officers to official inspection, and to the general administration of this Department, feeling assured that your Committee will at all times be ready to co-operate with their Lordships in a liberal practical spirit for the attainment of common objects.

My Lords observe that the four masters named in your letter have all been trained in the same college, and are somewhat young for the discharge of the duties entrusted to them.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Secretary of the National Society, &c.

(No. 3.)

SIR, National Society's Office, 13 January 1858.

REFERRING to your letter of February the 6th, 1857, I now have the honor to forward a list of the schools, with the date and duration of visit in each case organized during the year, by those organizing masters of the Society who hold Government certificates of merit.

I am instructed to certify that the character, conduct, and attention to duty on the part of all the four organizing masters, the payment of whose grants of augmentation is now requested, have been entirely satisfactory to the Committee of the Society.

I have the honor to be, &c.

JOHN G. LONSDALE,
Secretary.

The Secretary of the
Committee of Council on Education.

* Extract from *Minute*, dated 24 September 1839, § 3 :—

"The Inspectors will not interfere with the religious instruction, or discipline, or management of the school, it being their object to collect facts and information, and to report the result of their inspection to the Committee of Council."

Payment of
organising
masters.

(No. 4.)

Payments made thereon, with following manuscript addition to printed form :—

3 February 1858.

My Lords are of opinion, that organizing masters ought not in future to become chargeable to the public until such time as they shall have completed their probation in the central school of your Society, and shall have been certified as fit to enter upon the duties of their office.

Their Lordships consider that the duties of organization differ essentially from those of inspection, and require a much greater amount of time to be spent in each school. Mr. Haworth's list is much more satisfactory to the Committee of Council than those of his colleagues.

My Lords have never undertaken any direct relations with Sunday schools. Such visits as your organizing masters may pay to them should not appear in future lists.

The Committee of Council relies upon your Committee to retain no greater number of organizing masters than can be fully employed in actual duty.

Forty weeks, at five days per week, gives 200 days for duty.

(Signed) R. R. W. LINGEN.

(No. 5.)

SIR,

National Society's Office, 20 February 1858.

REFERRING to your letter of the 3rd instant, I have the honor to return herewith the schedule, duly filled up, of the Post Office Orders for the amount paid to the organizing masters, whose signatures are attached.

With reference to the remarks endorsed by you on the circular letter, I am instructed by the Committee of this Society to state, that they fully acquiesce in the fairness of the rule that organizing masters of the Society ought not to be chargeable to the public until they have actually entered upon the duties of their office.

I am desired further to state, that the Committee entirely coincide in the opinion that the amount of time occupied by the organization of each separate school ought to be of longer duration than a visit of inspection. So far as they are concerned, the Committee uniformly carry this theory into practice. If an organizing master is sent to any school direct from this office, they recommend that his visit should last three or four days, or even a whole week. The organizing masters of the Society, however, are now usually engaged by a Diocesan or Local Board of Education; and they are for the time placed wholly under the direction and control of the managers of that body, who employ them as they think their services can be occupied most advantageously for the schools of the particular district.

I am instructed to add, that the Committee are not likely to keep in their employ a larger staff of organizing masters than there is a reasonable prospect of occupying in actual work. It must be remembered, however, that it is found impossible so to arrange their work that a second engagement shall always follow immediately the close of a first. Not unfrequently when an engagement is made by a Diocesan Board, and an organizing master is retained for employment under it, his visit is delayed two or three weeks, because the local arrangements over which the Society has no control are not completed.

I have the honor to be, &c.

(Signed) JOHN G. LONSDALE,
Secretary.

To the Secretary of the
Committee of Council on Education.

(No. 6.)

Payment of
organizing
masters.

REVEREND SIR,

Education Department, 6 March 1858.

I HAVE the honor to acknowledge the receipt of your letter of the 20th of February.

My Lords, without wishing to press upon your Committee the adoption of any conditions with which it may be difficult to comply, think that if Diocesan or other Local Boards of Education obtain the services of organizing masters at the expense of the National Society and of the State, such Boards may properly be required, in the employment of the same masters, to observe those rules which are, *prima facie*, needful in order to derive the full benefit of the services placed at their disposal.

My Lords recommend, therefore, that an attendance of one week in the same school be *advised*, and an attendance of not less than three whole days be *required*, to be allowed to every organizing master despatched by your Committee in answer to local applications, whether proceeding from Boards of Education or from the managers of particular schools; and it may be stated in the instructions issued by your Committee, that their Lordships make the usual augmentation grants to such masters on condition that they be thus employed.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Secretary of the National Society.

NORMAL COLLEGES IN SCOTLAND.

Annual Examinations of Students and of Candidates for Queen's Scholarships will be held in Month of December instead of June.

Circular sent to every School in Scotland in which Pupil-teachers are engaged.

SIR, Education Department, 1 March 1858.

I AM directed by their Lordships to inform you that, in accordance with an arrangement which has been agreed to by the Education Committees of the Established, Free, and Episcopal Churches in Scotland, the date of the annual examination of the students in the training colleges connected with these bodies, and of candidates for Queen's scholarships, has been changed from June to December, so as to enable the Committee of Council to hold these examinations simultaneously with others of an exactly similar character in England, thereby greatly economising the administrative labour and the expense required in the preparation and printing of examination papers, and setting free Her Majesty's Inspectors for the visitation of schools at the time of year (Midsummer) when they are in their fullest activity before dispersing for the harvest.

This change involves a corresponding alteration in the date, as now fixed, by the Minute of 20 August 1853, sect. 6, for the termination of the engagement of pupil-teachers who may in future be apprenticed in your school; and it also obliges their Lordships to make some arrangement whereby existing apprenticeships may not be prolonged without the consent of all parties concerned, beyond the term originally fixed by the indentures.

It has therefore been determined, with the concurrence of the above-mentioned Education Committees,—

1. That all indentures issued after 1 January 1858 be made to end on 31 December, pursuant to section 6 in the Minute of 20 August 1853.
2. That pupil-teachers whose engagements expire between 1 July 1857 and 30th June 1858, be allowed, at any time before the 31st of March 1858, to enter a training college (without examination before Her Majesty's Inspector) with Queen's scholarships of the first class, for the current year; or if they prefer it, to be continued as pupil-teachers up to Christmas 1858, at the rate of the fifth year.

(Minute of 20 August 1853, section 6.) In the former case, they will be paid as pupil-teachers up to the date at which they enter the training college, and will also receive a *full* scholarship for the year 1858.

3. That during the period, 1 January 1858—31 December 1862, both inclusive, in which apprenticeships will be expiring at other dates than 31 December, pupil-teachers will have the option (a) of continuing either in their own schools, pursuant to section 6 in the Minute of 20 August 1853, or of entering a college, pursuant to the first section of the Minute of 2 June 1856, for such period as may elapse between the end of their term and the next December examination; or (b) they may, in order to attend one of the December examinations, anticipate the expiration of their indentures by any period not exceeding six months.
4. That, further, free scholarships be allowed to existing assistant teachers (engaged under the Minute of 23 July 1852,) from the 1st of January following the close of two and a half years of service; but that such assistants continue to be required to complete three full years of service before admission (without residence in a training college) to examination for a certificate of merit.

I have the honor to be, &c.

To _____

(Signed) R. R. W. LINGEN.

SCHOLARS' CERTIFICATES.

Half-time Attendance in connexion with issue of Scholars' Certificates.

SIR,

Hagley, Stourbridge, 26 December 1857.

Scholars' Certificates for half-timers.

WITH reference to the *Minutes* of 1855-6, p. 30, on the above subject, I beg to inquire whether, in the case of scholars who are allowed to attend school as half-timers or partial-timers, the second condition (that requiring 176 days of attendance in the year for three consecutive years) will be allowed to be proportionally modified, as is done in the case of attendance in respect of capitation fees.

I have the honor to be, &c.

The Secretary of the

(Signed) LYTTELTON.

Committee of Council on Education.

MY LORD,

Education Department, 31 December 1857.

I HAVE the honor to acknowledge the receipt of your letter of the 26th instant.

My Lords are of opinion that section 6 in the Minute dated 2 April 1853 (Capitation),* and section 2 in the Minute dated 29 April 1854 (Half-time),† may properly be applied in determining the period of attendance required as one of the conditions for receiving a scholar's certificate.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Lord Lyttelton, Hagley, Stourbridge.

* That the children employed in factories and printworks, who attend school under any statute, shall be counted as scholars in ascertaining the average attendance, if they fulfil the provisions of the Act, and the school-pence paid on their behalf shall be reckoned in the income of the school.

† To accept in schools under certificated masters an annual attendance of 88, instead of 176, whole days in school, as the condition of a capitation grant for boys over ten years of age; provided that, in the first instance, a scheme shall have been submitted by the managers of the school to their Lordships for approval, and shall have been approved, showing in what manner it is proposed to provide for the alternation of lessons in schools with ordinary labour; and provided also that Her Majesty's Inspector shall, at each of his annual visits, report favourably of the working of the plan.

CERTIFICATED STUDENTS.*Employment of Certificated Teachers as Second Masters in Elementary Schools.*

SIR,

St. Mark's Training College, 2 January 1858.

Certificated
students as
second mas-
ters.

PERMIT me to ask for information on a point of some little importance. I have now lying before me two applications for assistant-masters; one from ———, the other from ———. Such applications would be more numerous, if it were not for the difficulty of raising a sufficient salary; and in large schools, an assistant-master in addition to the shifting staff of pupil-teachers is, if not indispensable, at least very desirable; while, as regards the interest of the trained masters, there is always a certain proportion of the young men sent out each year, who would be benefited by passing a couple of years in a subordinate capacity. But upon this two questions arise; first, is the assistant-master in a school under inspection entitled in every case to receive his augmentation, or is this a matter of special arrangement? I suppose, of course, that the report of the Inspector is favourable. And, second, is his certificate settled at the end of two years, as in the case of a head-master?

I am, &c.

(Signed) DERWENT COLERIDGE,
Principal.

To the Secretary of the
Committee of Council of Education.

REVEREND SIR,

Education Department, 4 January 1856.

IN reply to your letter of the 2nd instant, I have the honor to inform you, that my Lords wish to encourage students who have passed their examination at the end of their residence in normal colleges to seek for second masterships, rather than for head-masterships, during the period of probation which is fixed by the Minute of 20 August 1853, s. xi.

The school in which a second certificated master is retained is sure to be an important one, and if the head-master be a man of experience and ability, the opportunity of acting for two years as second master under his direction is likely to be of greater practical value, when added to the attainments and to the theory of teaching which have been learnt in college, than any other discipline which could be devised.

The certificate would be fixed, and the augmentation paid, in all such cases, with the same effect as if the second teacher held the head-mastership in another school.

I have the honor to be, &c.

(Signed) B. R. W. LINGEN.

CAPITATION GRANTS.*Mode of filling up Registers of Attendance.*

(No. 1.)

3 April 1856.

As much doubt exists in respect to the mode of filling up the registers suggested for use in schools desiring to obtain the capitation grant (Minutes of 1853-4, pp. 17-22), I have the honor to request the favour of your instructions on the following points:—

1. How is the total *weekly result* of the "average number of days attended by each child" present at all, to be obtained?
2. How the quarterly result of "number present at all?"

Registry of
attendance
for capita-
tion grants.

3. How the quarterly result of the "average number of days attended by each child present at all?"
4. How the quarterly result of the number of children on register?"
5. How the annual results corresponding to the quarterly results specified in the three preceding questions?

The simple process of addition, which suits the other items registered, does not seem applicable to those referred to in the queries above referred to.

I have the honor to be, &c.

(Signed) J. HENNELL, Colonel,
Secretary to C. K. N. Boys' School.

To the Secretary to the
Committee of Council on Education.

(Answer to No. 1.)

SIR,

Education Department, 6 May 1856.

IN answer to your letter of the 3rd of April, I have the honor to state that—

I. "The weekly summary of the average number of days attended by each child present at all" is obtained by adding together the totals of all the columns of (*morning and afternoon*) attendance in the several *class registers* for the same week, and dividing the sum by *twice* the total number of names against which there is any mark for the same week in those registers.

The quarterly account of the same particulars is obtained *from the class registers* by adding together the quarterly totals of whole days attended by each child, and dividing the sum by the number of such totals (*i.e.* by the number of names against which there is any mark) during the same quarter.

The annual account of the same particulars is obtained *from the class registers* by adding together the sums of the quarterly totals of days attended by each child, and dividing the gross sum by the number of names against which any mark appears during the same year. In this latter part of the process care must be taken not to count the same names over again in different quarters. This could be provided for by making a transcript of all the names on the roll of the school from the admission register, and requiring the pupil-teachers who keep the several class registers to collect the quarterly totals of attendance under each name in that transcript, which would then show the required number both of days and of names.

II. The quarterly or annual account of the number of scholars present at all is obtained by counting (with the same caution as under the last paragraph) *in each of the class registers* the names opposite to which there is any mark of attendance during the same year or quarter.

III. The actual number of children on the register on any given day is ascertained either from the admission register or from the class registers (collectively.) The names in the class registers should be entered by the principal teacher from the admission register, and should be revised by him every week, when the class registers are delivered to him after Friday afternoon school.

If an average of the number on the register is desired (in order to compare the number of children who *might have* attended school, with the number of those who *have actually* done so), such an average is obtained (1) *for the quarter* by dividing the sum of the entries in the fourth column* by the number of weeks; (2) *for the year*, by dividing the sum of the entries in the fourth column by the number of quarters.

As soon as a child has been entirely absent for a fortnight (at the longest) inquiry should be made of the parents whether or not it has been withdrawn, and no name should, under any circumstances, be kept on a register after an unbroken absence of two months. After a greater interval the child, if it

* *Minutes of 1853-4*, p. 22.

returns to the school, should be re-admitted with a special notice opposite to the eighth column in the admission register.*

With regard to your queries generally, it is to be observed, that of the five columns given under the weekly, quarterly, and annual summaries, the first, the fourth, and the fifth are filled up by simply adding together the returns from the class registers, and dividing (when needful) by the number of weeks or quarters.

The second column, whether in the week, quarter, or year, represents not an average, but a specific fact, and must be ascertained *in detail from the class registers*, for whatever period it is required to be known.

The third column pre-supposes that the specific fact (number of children present at all) required in the second column has been ascertained for the week, quarter, or year, and then, that an average is deduced from the combination of that fact with the total number of daily attendances ascertained from the class registers of the same week, quarter, or year.

The consideration of your inquiries (for which I am to thank you) has shown that the common editions of School Registers require to be illustrated by explanatory notes.†

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Colonel Hennell,
Charlton Kings, Cheltenham.

(No. 2.)

School Fee required as Condition of Capitation Grant to be paid by Parent of Child or by Person legally responsible for its Maintenance.

SIR, Education Department, 21 September 1857.

I HAVE the honor to acknowledge the receipt of your letter of the 18th instant. Payment of school-fee required for capitation grants.

The conditions annexed to the capitation grants require that they be allowed for those children only on behalf of whom a parent or some other person who is legally responsible for maintaining the child pays a school fee, amounting to not less than 3s. in the course of the year for which the grant is claimed. There can be no uncertainty about the meaning of the underlined words.

It never was supposed by their Lordships in framing the Minute that every child in the school would fulfil the condition which depends upon the fee, any more than the condition which depends upon attendance. In both instances the Minute was framed upon the principle of encouraging improved practice.

The Minute does not oblige the managers of schools to exclude all children who, for whatever reason, cannot pay fees, by the fact that it encourages such managers to extend the principle of payment as rapidly and as widely as possible among the children who are admitted.

Very few things are brought into request by being made permanently gratuitous; and the education of the poor has been found by experience to be no exception to the common rule.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

* Compare Minutes of 1856-7, p. 40.

† Copies of this correspondence have been furnished to the following persons who have published school-registers, or framed them for publication:—Messrs. Eyre and Spottiswoode, Queen's Printers, Rev. J. G. Crowwell, Mr. J. H. Hay, and Mr. J. Martin.

(No. 3.)

Allowance of Capitation Grants to Infant Schools worked as Auxiliary Branches of Neighbouring Schools for Boys and Girls.

Capitation
grant to
auxiliary
infant
schools.

To the Lords of the Committee on Education of Her Majesty's Most Honorable Privy Council.

The Memorial of the undersigned Vicar of Wargrave, in the County of Berks, humbly sheweth,—

That he has in his parish, containing a population of 1,636 souls, four schools for the education of the poor; viz.—

1. In the village of Wargrave,
A boys' school, under a certificated master, average attendance 47;
2. *A girls' school*, under a certificated mistress, average attendance 40;
3. At the hamlet of Crazies Hill, two miles and a half from the village, an *infants' school*, average attendance 35;
4. At the hamlet of Hare Hatch, one and a half mile from the village in another direction, an *infants' school*, lately opened, average attendance 21.

That in an outspread parish it is necessary, in order to the due advancement of early education, to maintain infants' schools at a distance from the village school, to meet the case of children too young to walk so far as the latter.

The expense of supporting the schools for the poor in such a parish is greatly increased by maintaining such auxiliary schools. That, nevertheless, a capitation grant can only be claimed in respect of the children attending the village schools, where alone it is possible to maintain certificated teachers.

Your memorialist, therefore, humbly prays, on behalf of himself and others in similar circumstances, that your Lordships would be pleased to provide, *that in parishes where a certificated master or mistress is employed in the principal school*, if on inspection the attainments of the children of an auxiliary school or schools shall be found to reach a certain standard, the benefit of the capitation grant shall be extended to such auxiliary schools, and not confined to the school in which the certificated teacher is employed;

And your memorialist, &c. &c.

(Signed) H. HUTCHINSON SWINNY,
Vicar of Wargrave, Berks, in the Diocese
of Oxford.

November 1857.

REVEREND SIR, Education Department, 19 February 1858.

THE Lord President desires me to inform you that he would be prepared to advise the Committee of Council to allow capitation grants on account of infant children in the branch schools at the hamlets of Crazies Hill and Hare Hatch, which are situated respectively at distances of two and a half and one and a half miles from the village of Wargrave, in which latter village there is a school for boys under a certificated master, and for girls under a certificated mistress, the reason for the establishment of the branch schools being that the parish is of considerable extent, and that parts of the population (as in the two hamlets just named) are situated at a greater distance from the village than permits very young children to walk to and from the main schools.

The Lord President, in giving his consent, understands an infant school to mean one into which no children above seven years of age are admitted; which is held in a suitable room set apart for the purpose, not in the mere living room of a cottage; of which the teachers are persons reasonably well qualified for their special duties; and which is under the same management as the main schools.

Her Majesty's Inspector would of course be allowed as often as time permitted him to inspect the branch schools.

The Lord President understands his assent to be limited to the conditions defined in this reply to your memorial.

I have the honor to be, &c.

The Rev. H. H. Swinny, Wargrave. (Signed) R. R. W. LINGEN.

PUPIL-TEACHERS.

Female Pupil-Teachers may be employed with advantage in Girls' and Infants' Departments of same School.

REVEREND SIR,

Education Department, 19 December 1857.

I HAVE the honor to acknowledge the receipt of your letter of the 4th instant.

My Lords think that the interchange of girls who are apprenticed to certificated mistresses between the girls' and infants' departments, for practice in their profession, cannot be otherwise than very advantageous to them.

My Lords always encourage such a plan, so far as they are asked for an opinion.

Most schoolmistresses will in the course of their engagements find themselves occasionally in charge of schools where the infants do not constitute a department separate from the girls, and where, consequently, they have need to possess some acquaintance with both modes of school-keeping.

The system of infant schools contains much which a teacher may advantageously practice in every branch of instruction (Minutes of 1851-2, p. 98).

At the same time the system of infant schools is so far peculiar that a pupil-teacher who has practised none other would perhaps do well to look for a Queen's scholarship at some training college, such as the Home and Colonial, under the special Minute of 24 April 1857 (Minutes of 1856-7, p. 28).

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

NEEDLEWORK.

Circular letter addressed to Managers of Schools under Inspection, stating regulations to be adopted for the purpose of securing instruction in Needlework and other Domestic Industry of Female Pupil-teachers and Candidates for Queen's Scholarships.

Education Department, February 1858.

THE managers of the schools under inspection are requested by their Lordships of the Education Committee of the Privy Council to peruse the annexed copy of a letter which has been addressed to them by the Rev. F. C. Cook, one of Her Majesty's Inspectors of schools.

Their Lordships have agreed to adopt Mr. Cook's recommendation. The certificates from the schoolmistress respecting the skill of female candidates for apprenticeship in needlework, and the annual statement whether the female apprentices have been receiving instruction in any other kind of domestic industry, will be introduced into the form (IX.) of manager's return, and will thus be brought under notice, at the proper times, when that form is received from Her Majesty's Inspector, shortly before his visit.

The managers are also requested to notice—

1. That the *Female Apprentices* should produce certified specimens of their needlework at each of the annual examinations, whether held in their own school-room or elsewhere; and,

2. That the *Female Candidates for Queen's Scholarships*, who go up in December to the various training colleges for schoolmistresses under inspection, will, in addition to the examination before Her Majesty's Inspector, be examined and reported on by the superintendent of the college, in the manner described in Mr. Cook's letter.

Letter from Her Majesty's Inspector of Schools, Rev. F. C. Cook, referred to in foregoing Circular.

Education Department, London, S.W.,

January 1858.

SIR,

It is indispensable that all female pupil-teachers should be expert needlewomen, and very desirable that they should be practically conversant with other matters pertaining to domestic economy. I hear complaints from persons who have ample opportunities of ascertaining the truth, that many of them fall far short of a satisfactory standard in both of these points.

I believe that the adoption of the following regulation will have a powerful effect upon female apprentices generally, and give much satisfaction to those who are most deeply interested in their improvement.

1. At the Christmas examination for *Queen's scholarships*, the superintendent of every female training college should be requested to examine the candidates in needlework, and in the cutting out of ordinary articles of dress, and, after that examination, to forward to the Committee of Council a list of the candidates arranged in three classes. To the candidates in the first class a considerable number of marks should be given; those in the second class should neither gain nor lose marks; while a certain number of marks should be taken away from those who are placed in the third. This part of the examination may be properly intrusted to the superintendents of the training colleges, who are, of course, interested to keep up the standard *at admission*, with a view to success in the final examinations.

2. The superintendent should further ascertain in whatever way she considers most satisfactory, by means of the laundry, kitchen, and other premises of the college, whether any of the candidates for *Queen's scholarships* have acquired a practical acquaintance with the common details of housekeeping. If she reports that certain of them have given evidence of practical attention to this subject, I recommend that she should make a special entry to that effect opposite to the names of those who are placed in the first and second classes for needlework, and that a certain number of marks be awarded to them in consequence.

3. I also recommend that she add a note to the name of each candidate concerning whose dress, manners, or personal habits, she may see *prima facie* reason to be dissatisfied.

I am aware that the authorities of every college are at perfect liberty to refuse to admit into residence every candidate to whom they may object, whether such candidate be successful or not in the examinations. But I think it important, nevertheless, that opportunity should be given for officially recording an opinion upon points which candidates are often disposed, though erroneously, to consider as weighing little in the official estimation of their merits.

I have consulted ladies well qualified to judge correctly of the probable effect of these measures, and they are of opinion that they are quite practicable, and likely to do much good.

The superintendent in each institution should send in her list and report within a week after the examination by the inspector.

4. I recommend that no girl be apprenticed as a pupil-teacher without a formal attestation from the schoolmistress and managers that she possesses reasonable competency as a sempstress, and that at the annual examinations every such apprentice be required to bring certified specimens of her plain needlework to the inspector, together with a statement from her schoolmistress, specifying whether she has been receiving practical instruction in any other kind of domestic industry.

The inspector will generally be able, at the time of examination, or afterwards, to obtain the opinion of some competent person upon the merit of the needlework; but the chief advantage which I contemplate lies in the increased attention which managers and teachers will be led to pay to the subject. The

public comparison of the needlework from a number of different schools, at a central examination of pupil-teachers, is sure of itself to have a considerable effect.

The female pupil-teachers who are apprenticed in infant schools are more apt than others to be deficient in needlework.

If these suggestions be adopted, it will be advisable to notify the fact by circulars to all schools in receipt of annual grants, since it will affect the conditions of admission to training colleges. It may be desirable to dwell particularly upon the importance which will be attached to any adverse report of the superintendents on the dress and personal habits of the candidates, about which serious complaints are sometimes made.

I need hardly add that the training of young women for the office of schoolmistress requires many special provisions which may not be equally demanded in the case of men.

I have the honor to be, &c.

(Signed) F. C. COOK,

Her Majesty's Inspector of Schools.

To the Secretary of the

Committee of Council on Education.

SCHOOL MANAGEMENT.

Constitution of a Church of England School provided for benefit of Children belonging to more than one Parish.

SIR,

Education Department, 13 August 1857.

I HAVE the honor to acknowledge the receipt of your letter of the 10th instant. School constituted for more than one parish.

Trustees and managers should not be confounded. The legal estate of the premises should always be vested in some corporate body having perpetual succession, so as to avoid the expense and trouble of renewing the number of trustees. The Bishop of the Diocese, or the Archdeacon, has a corporate character sufficient for this purpose, if the ordinary corporation (the minister and churchwardens of the parish within which the premises are situated) is not thought to be suitable.* The management of the school is separately provided for.

The superintendence of the religious instruction should be given to the clergyman having spiritual care over the parish or ecclesiastical district, which includes the site. The incumbents of contributing parishes may be made *ex-officio* members of the general committee of management. The appeal to the Bishop provides for the settlement of any disputed point, should such at any time arise among the clerical managers.

The qualification of the elective (lay) members of the committee may be extended so as to include residence or ownership in any parish from which children are expected to come, and provision may be made for taking a fixed number of managers from each of such parishes, if the promoters wish to make an arrangement of this kind; but it is not advisable to overload the trust deed, which is irrevocable, with provisions of too minute a character. Such matters are better left open to be settled in byelaws from time to time as occasion may require.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

* In schools where a corporate trusteeship cannot (for whatever reason) be adopted, the Acts 13 Vict. c. 13. (Scotland), and 13 & 14 Vict. c. 28. (England and Wales), offer important facilities.

NOTICES, &c.

NOTIFICATION OF NEW APPOINTMENTS.

COMMITTEE OF COUNCIL ON EDUCATION.

(Copied from the London Gazette of 9 April 1858.)

At the Court at Windsor, the 6th day of April 1858;

PRESENT—

The QUEEN's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint:—

The *Lord President of the Council*;The *Lord Keeper of the Privy Seal*;The Right Honorable the *Earl of Derby*, First Lord Commissioner of Her Majesty's Treasury;The Right Honorable *Henry Edward Stanley* (commonly called *Lord Stanley*),The Right Honorable *Spencer Horatio Walpole*,

Two of Her Majesty's Principal Secretaries of State;

The Right Honorable *Sir John Somerset Pakington*, Bart., First Lord Commissioner of the Admiralty;The Right Honorable *Benjamin Disraeli*, Chancellor and Under Treasurer of Her Majesty's Exchequer;The Right Honorable *Joseph Warner Henley*, President of the Committee of Council for Trade;The Right Honorable *Thomas Henry Sutton Sotherton Estcourt*, President of the Poor Law Board; andThe Right Honorable *Charles Bowyer Adderley* (*Vice-President*);—

to be a Committee of Council to superintend the application of any sums voted by Parliament for the purpose of promoting public education.

INSPECTORS OF SCHOOLS.

(Copied from London Gazette of 29 September 1857.)

At the Court at Balmoral, the 24th day of September 1857;

PRESENT—

The QUEEN's most Excellent Majesty in Council.

This day, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, Her Majesty was pleased to appoint the Reverend *Simon James Gordon Fraser*, M.A., of Exeter College, Oxford, and the Reverend *Henry Martyn Capel*, B.A., of St. John's College, Cambridge, to be two of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of 6 November 1857.)

At the Court at Windsor, the 4th day of November 1857 ;

PRESENT—

The QUEEN's most Excellent Majesty in Council.

This day, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, Her Majesty was pleased to appoint the Reverend *John David Glennie*, junior, M.A., of Christ's College, Cambridge, Secretary and Inspector to the London Diocesan Board of Education, and the Reverend *Robert Temple*, M.A., Curate of Lache-cum-Saltney, in the County of Chester, to be two of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of 5 February 1858.)

At the Court at Buckingham Palace, the 3rd day of February 1858 ;

PRESENT—

The QUEEN's most Excellent Majesty in Council.

This day, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, Her Majesty in Council was pleased to appoint the Reverend *Benjamin Morgan Cowie*, B.D., late Fellow of St. John's College, Cambridge, to be one of Her Majesty's Inspectors of Schools, in the room of the Reverend Frederick Temple, resigned ; and *John Black*, Esquire, to be one of Her Majesty's Assistant Inspectors of Schools in Scotland.

(Copied from London Gazette of 2 March 1858.)

At the Court at Buckingham Palace, the 26th day of February 1858 ;

PRESENT—

The QUEEN's most Excellent Majesty in Council.

This day, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, Her Majesty in Council was pleased to appoint *Charles Edward Wilson*, Esquire, M.A., to be one of Her Majesty's Inspectors of Schools in Scotland ; and *Daniel Scrymgeour*, Esquire, to be one of Her Majesty's Assistant Inspectors of Schools in Scotland.

LIST OF TRAINING COLLEGES UNDER INSPECTION.

At which Pupil-teachers who have successfully completed their Apprenticeship may attend to be examined for Queen's Scholarships.

TRAINING COLLEGES FOR MASTERS ONLY.

<i>Name of Training College.</i>	<i>Name and Address of Correspondent.</i>
1. BATTERSEA (National Society's) -	Rev. S. Clark, Batterssea, London, S. W.
2. CAERMARTHEN (National Society's) -	Rev. W. Reed, Caermarthen.
3. CAERNARVON (Church of England) -	H. P. Manley, Esq., Caernarvon.
4. CHelsea, ST. MARK'S (National Society's)	Rev. Derwent Coleridge, Chelsea, London S. W.
5. CHESTER (Diocesan) - - - -	Rev. Arthur Rigg, Chester.
6. CHICHESTER (Diocesan) - - - -	Rev. M. Parrington, Chichester.
7. CULHAM (Oxford Diocesan) - - -	Rev. A. R. Ashwell, Culham, Abingdon.
8. DURHAM (Diocesan) - - - -	Rev. J. G. Cromwell, Durham.
9. EDINBURGH, Scottish Episcopal -	D. Home, Esq., 20 St. Andrew's Square, Edinburgh.
10. EXETER (Diocesan) - - - -	Rev. W. David, Training College, Exeter.
11. HAMMERSMITH, ST. MARY'S (Roman Catholic)	Rev. J. M. Glenie, Brook Green House, Hammersmith, London, W.
12. METROPOLITAN (Church of England)	Rev. C. R. Alford, Highbury Park, London, N.
13. SALTLEY, near Birmingham (Worcester Diocesan).	Rev. W. Gover, Saltley, Birmingham.
14. WINCHESTER (Diocesan) - - - -	Rev. P. Jacob, Winchester.
15. YORK AND RIPON (Diocesan) - - -	Rev. H. G. Robiison, York.

TRAINING COLLEGES FOR MISTRESSES ONLY.

16. BISHOP'S STORTFORD (Rochester Diocesan)	Rev. J. Menet, Hockerill, Bishop's Stortford.
17. BRIGHTON (Chichester Diocesan) - -	Rev. H. Foster, Rose Hill, Brighton.
18. BRISTOL, GLOUCESTER, and OXFORD (Diocesan).	Rev. W. Smith, Fishponds, Bristol.
19. DERBY (Lichfield Diocesan) - - - -	Rev. J. Latham, Little Eaton, Derby.
20. GRAY'S INN ROAD (Home and Colonial Society's).	J. S. Reynolds, Esq., Gray's Inn Road, London, W. C.
21. LIVERPOOL ROMAN CATHOLIC (at 96, Mount Pleasant, Liverpool).	T. W. Allies, Esq., 22 Portman Street, London, W.
22. NORWICH (Diocesan) - - - -	Rev. A. B. Power, Norwich.
23. SAINT LEONARD'S ON SEA (Roman Catholic).	T. W. Allies, Esq., 22 Portman Street, London, W.
24. SALISBURY (Diocesan) - - - -	Rev. J. Fraser, Cholderton, Marlborough.
25. TRURO (Exeter Diocesan) - - - -	C. Barham, Esq., Truro.
26. WARRINGTON (Chester Diocesan) - -	Rev. R. Greenall, Stretton, near Warrington.
27. WHITELANDS (National Society's) - -	Rev. Harry Baber, Whitelands House, Chelsea, London, S. W.
28. YORK AND RIPON (Diocesan) - - - -	Hon. and Rev. S. W. Lawley, Escrick, York.

TRAINING COLLEGES FOR BOTH MASTERS AND MISTRESSES.

29. BOROUGH ROAD (British and Foreign School Society's).	E. D. J. Wilks, Esq., Borough Road, London, S. E.
30. CHELTENHAM (Church of England) -	Rev. C. H. Bromby, Cheltenham.
31. EDINBURGH, Castle Hill Terrace (Established Church).	S. S. Laurie, Esq., 22 Queen's Street, Edinburgh.
32. EDINBURGH, Moray House (Free Church)	W. Gray Esq., 58 Frederick Street, Edinburgh.
33. GLASGOW, Dundas Vale (Established Church).	J. Douglas, Esq., Dundas Vale, Glasgow.
34. GLASGOW (Free Church) - - - -	David Stow, Esq., Free Church Normal College, Glasgow.
35. WESTMINSTER (Wesleyan) - - - -	Rev. J. Scott, Wesleyan Training College, Horseferry Road, Westminster, London, S. W.

FINANCIAL STATEMENTS, &c.

(No. I.)
EXPENDITURE FROM EDUCATION GRANTS.
(TABLE A.)—Classified according to Object of Grant.

	For Year ended 31 December 1887.		Compared with Year ended 31 December 1886.		From 1889 to 31 December 1887.	
	£	s. d.	Increase.	Decrease.	£	s. d.
In building, enlarging, repairing, and furnishing ELEMENTARY SCHOOLS	117,771	9 6	43,300	18 5	772,623	2 7½
In building, enlarging, repairing, and furnishing NORMAL or TRAINING COLLEGES	1,879	19 5	-	-	183,908	16 11
In providing BOOKS, MAPS, and DIAGRAMS	5,463	5 7	2,263	0 0	25,297	8 5½
In providing SCIENTIFIC APPARATUS	9,345	15 11	1,688	5 0	3,616	5 2
In augmenting SALARIES OF CERTIFICATED SCHOOLMASTERS and SCHOOLMISTRESSES	64,400	14 10	12,412	8 0	275,900	7 11
In paying SALARIES of ASSISTANT TEACHERS	5,544	4 6	494	1 1	17,966	11 3
In paying STIPENDS of PUPIL-TEACHERS, and gratuities for their special instruction	192,248	8 0	34,019	11 10	1,015,073	18 6
IN CAPITAL GRANTS	39,362	3 0	19,293	10 0	75,595	0 4
In Annual GRANTS to TRAINING COLLEGES	87,220	16 11	11,435	10 3	254,633	17 9½
REFORMATORY and INDUSTRIAL SCHOOLS	19,104	10 7	10,945	14 9	30,416	2 0
INSPECTION	717	1 8	323	8 4	1,795	6 8
Administration (Office in London)	34,454	4 11½	3,604	9 1	275,901	6 16½
Poundage on Post Office Orders	16,731	1 5	3,650	2 2	66,666	11 9½
Agency for Grants of Books, Maps, and Diagrams	1,710	10 3	373	7 3	7,877	7 3
	937	15 0	351	13 10	4,714	3 6
Total	559,974	3 6½	144,035	0 3	2,966,194	6 0½

(TABLE B.)—Classified according to Denomination of Recipients.

On Schools connected with—																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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NOTE.—The net increase of Expenditure during the year 1887 over that of the year 1886 amounted to £136,341. 0s. 9½d.

Balance Sheet for Year ended 31 December 1857.

Dr.	£	s.	d.	Cr.	£	s.	d.
To balance in hand - -	147,851	16	8	By grants to schools - -	504,660	11	11
To Parliamentary grant (voted 11 March 1857) - -	180,000	0	0	By expenses of administration and inspection - -	53,813	11	7½
To Parliamentary grant (voted 27 June 1857) - -	361,233	0	0	Transferred under head of Scientific Apparatus, to ac- count of Science and Art Department - -	1,500	0	0
To repayment of grant - -	49	7	6	By balance in hand (on 31 December 1857) - -	129,160	0	7½
	<u>£689,134</u>	<u>4</u>	<u>2</u>		<u>£689,134</u>	<u>4</u>	<u>2</u>

Balance Sheet from 1839 to 31 December 1857.

Dr.	£	s.	d.	Cr.	£	s.	d.
To Parliamentary grants - -	3,002,367	0	0	By grants to schools - -	2,630,344	16	7½
To balance transferred from Treasury - -	22,282	2	0	By expenses of administra- tion and inspection - -	354,349	9	5
To repayment of grants - -	705	4	8	Transferred under head of Scientific Apparatus, to account of Science and Art Department - -	1,500	0	0
	<u>£3,115,354</u>	<u>6</u>	<u>8</u>	By balance in hand (on 31 December 1857) - -	129,160	0	7½
					<u>£3,115,354</u>	<u>6</u>	<u>8</u>

FROM 1889 TO 31 DECEMBER 1890.

Denominations.	Number of School-houses ^a built.										Total Amount awarded out of Parliament- ary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children whom New Schools have been built. [‡]					Number of Children for whom existing Schools [§] have been enlarged. [§]					Total number of Children for whom accommodation has been created. [§]							
	Institutions. [†]					Enlarged or im- proved.	Juvenile.							Total.	Juvenile.				Total.	Juvenile.				Total.							
	Boys.	Girls.	Mixed.	Infants.	Residences.		Boys.	Girls.	Mixed.	Infants.					Boys.	Girls.	Mixed.	Infants.		Boys.	Girls.	Mixed.	Infants.								
ENGLAND AND WALES.	2311	1005	1068	1165	540	1407	1015	324,587	12	41	1,389,703	10	24	1,274,001	2	7	130,929	117,925	11,153	48,009	111,794	33,400	92,380	4,004	65,500	21216	12,578	18,390	11,530	68,455	48,3018
National or Church of England Schools.	170	111	95	40	53	54	106	92,736	3	24	141,005	7	7	141,005	7	7	1007	131,96	5383	4467	8912	725	630	215	1000	2379	10758	18708	5750	5407	12865
British Schools.	45	119	15	26	13	20	17	14,927	1	24	31,250	6	11	31,250	6	11	2109	2109	1187	147	165	231	115	408	2986	2914	4772	1083	11865	13265	
Wesleyan Schools.	11	9	0	2	3	6	6	6,713	10	2	15,404	13	5	21,718	13	5	2311	2007	115	68	5056	-	-	-	2311	2407	115	622	7408	7408	
Roman Catholic Schools.	117	55	80	68	9	51	14	27,938	11	11	61,845	15	47	88,504	0	61	37,49	4032	6404	880	17098	119	92	408	-	8566	5044	6900	868	13725	
Established Church Schools.	121	40	40	77	8	59	18	30,415	6	0	43,087	18	57	63,508	4	51	4370	4355	8349	458	17010	71	68	303	-	4011	4428	8531	456	13681	
Free Church Schools, and other Schools not con- nected with Established Church.	1	1	1	-	-	-	-	280	0	0	1,032	18	11	1,243	18	11	106	105	-	-	210	-	-	-	-	105	105	-	-	210	210
Episcopal Schools.	2379	1281	1285	1381	607	1012	1178	2,302,383	18	71	2,302,383	18	71	2,302,383	18	71	151,293	144827	186375	70326	903451	9852	10163	1,306	7471	25305	156755	150780	141673	77797	5,9004
Total.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

FROM 1 JANUARY TO 31 DECEMBER 1891.

ENGLAND AND WALES.		163	72	66	80	48	138	205	91,114	3	9	2	13	5	3	284,713	19	0	11,194	8,919	1,003	5,347	32,455	1,532	367	474	239	2,097	12,746	9,381	7,409	5,381	15,393
National or Church of England Schools.		8	7	5	1	3	5	16	6,853	4	7	8,392	13	71	11,588	0	91	1,277	691	91	437	2,431	10	-	-	-	-	10	1,503	691	91	437	2,431
British Schools.		13	2	1	10	7	11	7	12,759	8	8	13,541	15	6	21,730	19	2	350	194	194	1,332	4,167	64	23	-	7	162	2,483	939	2,483	1,411	3,895	
Wesleyan Schools.		7	5	4	1	5	4	1	4,279	16	6	7,251	10	11	11,610	10	5	1,121	670	81	244	2,116	-	-	-	-	-	1,121	670	81	244	2,116	
Roman Catholic Schools.																																	
SCOTLAND.																																	
Established Church Schools.		8	8	5	3	-	7	0	3,388	18	6	5,908	16	101	8,857	15	41	813	464	293	-	1,255	40	28	-	-	98	553	532	296	-	1,981	
Free Church Schools, and other Schools not connected with Established Church.		3	-	-	3	-	3	4	1,310	2	6	2,732	13	3	4,043	15	8	-	-	500	-	500	176	-	-	-	176	176	-	500	-	786	
Episcopal Schools.		2	1	2	-	1	2	-	1,205	0	0	2,143	17	4	3,408	17	4	125	383	-	94	84	-	-	-	-	-	125	383	-	94	742	
Total.		203	90	83	78	63	169	229	117,771	9	6	188,181	4	71	200,932	14	11	14,717	11,186	10,278	7,457	43,909	183	74	474	314	3,998	15,406	11,931	11,032	7,776	47,321	

* Exclusive of Training Colleges, see Table No. VI.

† In which separate teachers are employed.

‡ It must be noted that the figures in this group of columns are confined to those cases in which the superficial area of school-rooms has been increased. The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided without any extension of area.

§ Held in separate buildings, and separately managed.

§ At the rate of 8 square feet of superficial area per child.

§ The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided without any extension of area.

The following Explanatory Table (II. a) includes all the Grants awarded between 1 January and 31 December 1857, towards the erection, enlargement, or improvement of School-buildings.

EXPLANATORY TABLE.

(No. II. a.)

Denominations of Schools.	Number of Schools under each Denomi- nation.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid on same Awards before 31 Dec. 1857.	Not claimed before 31 Dec. 1857.
			£ s. d.	£ s. d.	£ s. d.
National or Church of Eng- land Schools (<i>Elementary</i>) - -	463	393,658	118,919 18 6	34,502 19 0	84,416 19 6
Ditto (<i>Normal</i>) - -	6	-	9,068 15 0	-	9,068 15 0
British, Wesleyan, and other Protestant Schools not connected with Church of England - -	62	91,057	26,628 17 6	5,570 15 5	21,058 2 1
Roman Catholic Schools	18	50,249	13,573 5 5	1,260 0 0	12,313 5 5
Schools in Scotland con- nected with Established Church - -	23	16,936	5,151 17 6	1,742 4 4	3,409 13 2
Ditto (<i>Normal</i>) - -	1	-	80 0 0	80 0 0	-
Schools in Scotland not connected with Estab- lished Church - -	12	12,191	2,850 11 6	1,005 12 6	1,244 19 0
Total - -	604	564,741	176,233 5 5	44,741 11 3	131,511 14 2

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of the award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the grants for building, enlargement, or improvements, paid in each year, was awarded in preceding years. See two following Tables.

The following Explanatory Table (II. b) includes all the Building-Grants paid between 1 January 1857 and 31 December 1857, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. II. b.)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools (<i>Elementary</i>) - -	367	91,114 3 9
Ditto Ditto (<i>Normal</i>) - -	4	1,277 19 8
British, Wesleyan, and other Protestant Schools not con- nected with Church of England - -	44	16,164 8 2
Roman Catholic Schools - -	8	4,378 16 6
Schools in Scotland connected with Established Church - -	14	3,538 18 6
Ditto Ditto (<i>Normal</i>) - -	1	60 0 0
Schools in Scotland not connected with Established Church - -	9	2,575 2 6
Ditto Ditto (<i>Normal</i>) - -	1	555 0 0
Total - -	448	119,664 8 11

The following Explanatory Table (II. c) includes all the Building-Grants *remaining unpaid*, and which may be claimed within the year now current, in addition to those awarded within this year.

EXPLANATORY TABLE.

(No. II. c.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.
National or Church of England Schools (<i>Elementary</i>) - -	344	<i>£ s. d.</i> 102,914 10 1
Ditto ditto (<i>Normal</i>) - -	8	11,368 15 0
British, Wesleyan, and other Protestant Schools <i>not</i> connected with Church of England - - - -	59	22,975 2 1
Roman Catholic Schools - - - -	14	12,513 5 5
Schools in Scotland connected with Established Church -	19	4,826 13 2
Schools in Scotland <i>not</i> connected with Established Church -	10	1,900 7 8
Total - - - -	445	156,568 13 5

. The Parliamentary Estimate for Building-Grants, in each year, is calculated with reference to the three foregoing Explanatory Tables.

(No. III.)

SUMMARY of GRANTS paid in aid of purchase of BOOKS, MAPS, DIAGRAMS, and SCIENTIFIC APPARATUS, at reduced prices,—in Year ended 31 December 1857.

Denomination of Schools.	Books, Maps, and Diagrams.		Scientific Apparatus.	
	Number of Schools.	Amount granted.	Number of Schools.	Amount granted.
National, or Church of England, Schools -	705	£ s. d. 3,568 1 2½	23	£ s. d. 1,906 12 7
British, Wesleyan, and other Protestant Schools <i>not</i> connected with Church of England - - - -	179	942 1 1½	9	139 13 4
Roman Catholic Schools - - -	59	252 8 9½	1	6 13 4
Schools in Scotland connected with Established Church - - - -	91	386 5 7½	8	93 3 0
Ditto ditto Free Church -	80	267 8 7½	7	89 11 8
Ditto ditto Episcopal Church	12	46 0 2	—	—
Total - - - -	1,126	5,462 5 7	48	2,345 15 11

Note.—There are 204 schools not included in the above summary (viz., 75 Church of England, 57 Protestant Dissenting, 3 Roman Catholic, 24 Established Church of Scotland, 24 Free Church, 8 Episcopal Church, and 3 Colonial Schools, and 16 Mechanics' Institutes, and the Irish Education Board,) which have obtained *orders to purchase* books, maps, and diagrams, without the assistance of any Grant.

(No. IV.)

TABLE showing Number of Male and Female CERTIFICATED TEACHERS actually employed in teaching; Number of ASSISTANT TEACHERS appointed under Minute of 23 July 1852; and Number of PUPIL-TEACHERS under apprenticeship;—(corrected to 31 December 1857).

Pupil-Teachers.																								
	Certificated Teachers.			Assistant Teachers.			1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England -	2,510	1,670	3,980	140	42	182	1,410	1,298	2,708	1,193	1,167	2,352	904	863	1,767	810	742	1,553	695	653	1,348	5,014	4,713	9,727
Wales -	169	38	207	7	3	10	102	60	162	97	41	138	66	28	94	53	35	93	53	13	65	375	177	552
Isle of Man and Channel Islands.	20	11	31	—	—	—	11	8	19	4	16	20	9	9	18	7	7	14	13	6	19	44	46	90
Scotland -	707	241	948	51	1	52	299	133	432	321	131	452	205	100	305	227	90	317	223	59	287	1,340	513	1,853
Total -	3,296	1,960	6,166	198	46	244	1,832	1,499	3,321	1,617	1,345	2,962	1,244	1,000	2,244	1,103	874	1,976	988	731	1,719	6,773	5,449	12,222

(No. V.)

TABLE No. IV. re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1857, classified denominationally;—with Table showing Number of Schools aided by CAPITATION GRANTS, Amount of Grants, Number of Scholars on whom Grants were allowed, Number of Scholars in average Attendance in those Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; from 1854 to 1856 inclusive, and for Year 1857.

Schools connected with	Number of Certificated Teachers.		Number of Assistant Teachers.		Number of Pupil-Teachers.		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).		From 1 Jan. 1854 to 31 Dec. 1856 (three years).	
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18, Enlargement, or
PERS; and GENERAL
MAPS, DIAGRAMS, AND
SCIENTIFIC APPARATUS.

g, Enlargement, or s, Maps, Diagrams, and Scientific Apparatus.
ERS ; and GENERAL.

MAPS, DIAGRAMS, AND TIFIC APPARATUS.		UNT OF			TOTAL AMOUNT GRANTED.		
Amount subscribed.*		Total	Lecturers.		General Expenses (under arrangements ante- cedent to 1846, and not extended to other classes of schools).		
£ s. d.	£	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
219 1 10½	287	75 0 0	-	-	-	26,713 19 10½	
179 5 0½	248	-	-	-	-	12,446 16 7½	
7 13 5	21	-	-	-	-	22,449 10 10	
96 11 8	144	75 0 0	-	-	-	21,064 0 5	
54 6 10	154	75 0 0	-	-	-	17,466 19 10	
55 14 0	155	75 0 0	-	-	-	7,318 6 8	
63 5 10	87	-	-	-	-	6,083 12 4	
41 13 4	123	-	-	-	-	2,887 16 8	
21 1 6	31	-	-	-	-	1,503 10 5½	
25 0 0	32	-	-	-	-	9,805 7 9½	
72 19 7	102	-	-	-	-	2,988 18 9	
67 11 5	88	75 0 0	-	-	-	10,517 7 7	
10 17 10	55	-	-	-	-	4,182 6 10½	
48 12 0	72	75 0 0	-	-	-	6,378 14 4½	
11 15 11	35	75 0 0	-	-	-	5,875 8 4	
66 2 7	95	-	-	-	-	5,164 2 2½	
105 19 5½	124	-	-	-	-	2,310 1 8	
11 6 8	17	-	-	-	-	5,955 15 0	
63 18 3	91	-	-	-	-	7,011 6 7½	
-	-	-	-	-	-	8,160 15 0	
76 5 9	104	-	-	-	-	2,893 5 5	
77 8 0	115	-	-	-	-	14,010 3 7½	
-	-	-	-	-	-	16,703 3 6	
28 5 8	42	-	-	-	-	14,420 2 9½	
85 17 5	126	75 0 0	-	-	-	15,175 8 4½	
12 13 5	19	-	-	-	-	5,076 1 8	
595 17 0	710	50 0 0	-	-	-	645 10 0	
50 0 0	150	-	-	-	-	956 7 0½	
29 18 3	40	-	-	-	-	13,399 2 5½	
6 16 9	16	-	-	-	-	13,709 4 5	
26 12 4	34	-	-	-	-	17,934 8 4	
-	-	-	-	-	-	12,025 6 2½	
38 3 10	51	-	-	-	-	298 5 0	
6 12 1	11	-	-	-	-	14,000 0 0	
33 17 4	540	0 0 0	-	-	-	10,500 0 0	
58 2 9	15	-	-	-	-	9,000 0 0	
4 19 4	15	-	-	-	-	-	
53 6 4	15	-	-	-	-	-	
173 10 1	235	50 0 0	-	-	-	-	
54 15 6	15	-	-	-	-	-	
106 11 10	165	50 0 0	-	-	-	-	
43 8 1	13	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	14,000 0 0	-	
-	-	-	-	-	10,500 0 0	-	
-	-	-	-	-	9,000 0 0	-	
2,785 18 11½	4,450	00 0 0	33,500	0 0	-	347,031 6 9	

Government Grants & Grants on Account of Scholars holding Exhibitions.

GRANTS for Year 1858 (current).

56.		1857.							
Queen's Scholars admitted.	Students passed.	Amount paid.			Queen's Scholars admitted.	Amount to be paid during Year 1858.			
		£	s.	d.		£	s.	d.	
77	80	1,344	0	0	97	2,231	0	0	
52	55	618	0	0	58	986	0	0	
60	57	936	0	0	72	1,656	0	0	
107	105	1,828	0	0	106	2,438	0	0	
78	86	1,370	0	0	93	2,139	0	0	
103	102	1,230	0	0	105	1,785	0	0	
19	23	336	0	0	14	322	0	0	
20	30	310	13	4	47	799	0	0	
8	14	140	13	4	28	476	0	0	
11	17	273	0	0	20	460	0	0	
34	33	544	0	0	40	920	0	0	
5	6	81	0	0	10	230	0	0	
20	23	355	0	0	31	713	0	0	
17	31	323	6	8	31	527	0	0	
37	37	604	0	0	46	1,058	0	0	
20	24	332	0	0	34	782	0	0	
17	36	342	0	0	41	697	0	0	
15	15	189	6	8	35	595	0	0	
29	41	424	0	0	51	867	0	0	
30	31	495	0	0	39	897	0	0	
-	-	-	-	-	6	102	0	0	
61	70	758	13	4	65	1,105	0	0	
23	23	335	0	0	32	736	0	0	
44	44	709	0	0	75	1,725	0	0	
13	18	184	0	0	25	425	0	0	
57	60	991	13	4	66	1,618	0	0	
37	52	544	17	7	50	850	0	0	
57	57	907	0	0	57	1,311	0	0	
25	33	337	6	8	29	493	0	0	
99	109	1,251	6	8	130	2,210	0	0	
18	20	270	0	0	25	575	0	0	
21	19	224	13	4	22	374	0	0	
29	32	373	6	8	39	663	0	0	
51	52	880	0	0	81	1,863	0	0	
26	48	561	6	8	64	1,088	0	0	
30	36	642	0	0	66	1,518	0	0	
12	27	328	13	4	20	340	0	0	
42	60	1,038	0	0	102	2,346	0	0	
24	46	566	0	0	56	952	0	0	
34	34	560	0	0	48	1,104	0	0	
13	37	386	13	4	23	391	0	0	
-	5	75	0	0	11	253	0	0	
1,475	1,728	24,000	10	11	2,090	42,520	0	0	

(No. VIII.)

SUMMARY (under Counties) of Expenditure in GRANTS to ELEMENTARY SCHOOLS, in GREAT BRITAIN, from PARLIAMENTARY VOTES, between Years 1833 and 1857 inclusive; with POPULATION and AREA (in Square Miles and Statute Acres) of each County.

County.	Amount.	Population.	Area in	
			Square Miles.	Statute Acres.
ENGLAND.				
	£ s. d.			
Bedford - - -	12,875 4 3	124,478	462	295,582
Berks - - -	17,304 7 7½	170,065	705	451,040
Buckingham - - -	13,991 0 1½	163,723	730	466,932
Cambridge - - -	19,074 13 11½	185,405	318	523,861
Chester - - -	72,132 8 2	455,725	1,106	707,078
Cornwall - - -	32,757 4 5½	355,558	1,365	873,606
Cumberland - - -	19,995 3 1½	195,492	1,565	1,001,273
Derby - - -	36,759 11 8½	296,064	1,029	658,803
Devon - - -	50,880 19 3	567,096	2,589	1,637,180
Dorset - - -	21,814 14 11½	184,207	987	630,025
Durham - - -	40,449 17 10½	390,997	973	622,476
Essex - - -	32,763 19 5½	369,318	1,657	1,060,540
Gloucester - - -	67,729 7 2½	453,805	1,258	805,102
Hants - - -	61,101 1 10	405,370	1,672	1,070,216
Hereford - - -	11,367 4 3½	115,489	836	534,823
Hertford - - -	19,159 10 3½	167,296	611	391,141
Huntingdon - - -	6,082 12 1½	64,183	361	230,965
Kent - - -	71,247 17 7½	613,766	1,627	1,041,479
Lancaster - - -	271,249 16 8½	2,031,236	1,905	1,219,221
Leicester - - -	19,359 15 6½	230,308	803	514,164
Lincoln - - -	33,462 5 8½	407,223	2,776	1,776,739
Middlesex - - -	195,296 9 5½	1,886,576	281	180,168
Monmouth - - -	12,038 0 5	157,418	576	368,399
Norfolk - - -	30,143 6 11½	442,714	2,116	1,354,301
Northampton - - -	15,045 16 3	212,380	965	630,358
Northumberland - - -	24,722 2 9½	303,568	1,952	1,249,299
Nottingham - - -	23,119 16 1½	270,427	582	526,076
Oxford - - -	15,254 13 1½	170,439	739	472,887
Rutland - - -	1,887 11 11	22,963	150	95,805
Salop - - -	23,054 8 4½	229,341	1,291	826,055
Somerset - - -	48,731 9 1½	443,916	1,636	1,047,220
Stafford - - -	78,519 10 2½	608,716	1,138	728,403
Suffolk - - -	30,824 6 0	337,215	1,481	947,681
Surrey - - -	78,951 8 1	683,082	746	478,792
Sussex - - -	35,361 19 4	336,844	1,461	934,851
Warwick - - -	50,381 14 9½	475,013	881	563,946
Westmoreland - - -	4,012 1 6½	58,287	758	485,432
Wilts - - -	36,343 7 1½	254,221	1,352	865,092
Worcester - - -	29,181 4 8½	276,928	738	472,165
York - - -	262,416 13 2½	1,797,995	5,983	3,829,286

County.	Amount.	Population.	No. IX.)	
			SECTION, for Y	
			Squa	Trict, being those of
WALES.			VISITED ON ACCOUN	
Anglesey - - -	£ s. d. 7,633 18 2	57,327		
Brecon - - -	3,440 14 5½	61,474		
Caernarthen - - -	10,217 19 7½	110,632		
Caernarvon - - -	14,848 5 1½	87,870		
Cardigan - - -	4,802 12 5½	70,796		
Denbigh - - -	14,238 6 2½	92,583		
Flint - - -	9,453 2 5	68,156		
Glamorgan - - -	20,181 9 8½	231,840		
Merioneth - - -	5,742 16 1½	38,843		
Montgomery - - -	7,539 6 3	67,335		
Pembroke - - -	13,928 11 9	94,140		
Radnor - - -	673 2 2	24,716		
CHANNEL ISLANDS - - -	5,099 17 8½	90,739		
ISLE OF MAN - - -	11,166 11 4½	62,387		
SCOTLAND.				
Aberdeen - - -	19,636 4 8	212,032	5,283	49,102
Argyll - - -	6,788 12 0½	89,298	3,655	49,547
Ayr - - -	17,132 2 7½	189,858	1,165	63,274
Banff - - -	3,651 17 0½	54,171	1,925	43,350
Berwick - - -	3,951 18 7½	36,297	3,563	27,030
Bute - - -	313 14 8½	16,008	1,800	37,049
Caithness - - -	2,430 19 4	38,700	1,381	53,882
Clackmannan - - -	942 19 7	22,951	1,464	75,550
Dumbarton - - -	5,503 9 7½	45,103	4,219	58,570
Dumfries - - -	2,848 4 8	78,123	17,543	19,902
Edinburgh - - -	41,680 6 2½	259,435	712,219	35,153
Elgin - - -	2,605 9 8½	38,959	46,062	23,540
Fife - - -	18,329 0 0½	153,546	207,012	23,137
Forfar - - -	30,968 17 6½	191,264	1,121	
Haddington - - -	2,503 18 8½	36,386	399	
Inverness - - -	8,412 13 4½	96,500	531	153
Kincardine - - -	2,616 5 8½	34,598	508	
Kinross - - -	1,009 16 0	8,924	889	
Kirkcudbright - - -	4,177 5 3½	43,121	291	266
Lanark - - -	54,077 10 5½	530,169	4,256	338
Linlithgow - - -	2,631 6 5½	30,135	394	390
Nairn - - -	1,182 7 10½	9,956	77	539
Orkney and Shetland - - -	804 6 4½	62,533	954	
Peebles - - -	471 5 9½	10,738	987	2,637
Perth - - -	22,933 15 7½	138,660	101	
Renfrew - - -	10,505 14 11½	161,091	215	1,404
Ross and Cromarty - - -	5,257 15 6½	82,702	1,546	2,203
Roxburgh - - -	1,877 4 0	51,642	354	609
Selkirk - - -	1,052 1 8	9,909	2,535	
Stirling - - -	5,178 12 5	86,237	234	
Sutherland - - -	3,003 9 6½	25,793	3,151	343
Wigtown - - -	2,742 5 7½	43,389	720	312
			462	6,650
			1,886	2,858
			511	1,372
			945	
			2,309	82,578

C)

ION, for Year end

being those of actual

ED ON ACCOUNT OF A

SCHOOL REGISTERS

SCHOOL REGISTERS										
For whom accommodation is provided, at 8 square feet of superficial area per child.	Number of Certified Teachers.	Total.	Who have been in School							
			Over four-teen.	Years						
				Less than one.	One.	Two.	Three.	Four.	Five, and over.	
49,102	237	1	92	50' 11	22' 15	13' 07	7' 92	4' 17	2' 58	
49,547	268	2	1' 37	44' 12	20' 89	15' 15	9' 35	5' 47	5' 02	
63,274	331	3	1' 16	47' 55	22' 09	13' 1	8' 42	4' 71	4' 13	
43,350	229	4	1' 82	40' 92	21' 03	16' 05	9' 75	6' 26	5' 99	
27,030	146	5	1' 6	37' 11	22' 65	15' 9	11' 36	6' 44	6' 54	
37,049	234	6	1' 43	42' 15	23' 55	15' 38	9' 18	5' 42	4' 32	
53,882	305	7	1' 05	44' 76	21' 46	14' 77	9' 27	5' 38	4' 36	
75,550	314	8	1' 99	47' 89	23' 39	13' 53	7' 97	4' 08	3' 14	
58,570	244	9	1' 31	43' 45	21' 96	14' 75	9' 53	5' 72	4' 59	
19,902	128	10	1' 84	34' 82	22' 56	17' 63	11' 03	7' 22	6' 74	
35,153	194	11	1' 31	34' 14	20' 78	17'	11' 7	8' 5	7' 88	
23,540	131	12	2' 12	50' 36	22' 87	11' 48	7' 37	4' 43	3' 49	
23,137	132	13	3' 56	40' 4	19' 98	15' 7	10' 86	7' 3	5' 76	
153	—	14	—	—	—	—	—	—	—	
338	—	15	—	—	—	—	—	—	—	
539	—	16	—	—	—	—	—	—	—	
2,637	—	17	—	—	—	—	—	—	—	
2,203	—	18	69	22' 39	37' 31	14' 18	12' 69	7' 46	5' 97	
609	—	19	—	—	—	—	—	—	—	
312	—	20	—	—	—	—	—	—	—	
6,659	—	21	3' 45	31' 57	23' 73	12' 94	11' 46	8' 34	11' 96	
2,858	—	22	3' 9	38' 48	29' 01	14' 03	7' 24	5' 97	5' 27	
1,372	—	23	6' 43	41' 63	22' 62	19' 34	9' 28	4' 53	2' 6	
82,578	—	24	1' 98	39' 62	24' 81	14' 92	10' 01	5' 43	5' 21	

(No. IXa.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOOL
School, from Year 1853 to 1857, in Schools inspected by
Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same				
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years but less than Five Years.
1853	47.82	21.	13.01	8.48	4.89
1854	42.	28.18	12.84	8.	4.75
1855	37.02	28.82	14.51	9.47	5.69
1856	42.02	22.65	15.14	9.72	5.78
1857	41.26	23.61	14.97	9.74	5.5
Mean per-centage	42.02	24.85	14.1	9.08	5.31

(No. IXb.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools
Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Per-centage of Scholars aged											
Year.	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.
1850*	-	-	-	-	-	14.13	13.62	12.54	10.	6.84	4.24
1851*	-	-	-	-	-	14.94	14.00	12.73	9.30	7.19	4.12
1852*	-	-	-	-	-	14.73	13.98	12.56	10.31	7.85	4.61
1853*	-	-	-	-	14.19	14.63	13.72	11.81	9.03	6.24	3.44
1854*	-	-	-	-	13.67	13.84	13.68	11.34	8.72	5.86	3.28
1855	2.98	4.59	7.18	10.75	13.20	14.15	13.63	12.03	8.99	6.44	3.04
1856	6.08	7.15	9.33	11.4	12.76	11.94	11.74	10.47	7.93	5.77	3.29
1857	6.59	7.89	10.05	12.21	12.4	11.94	11.03	9.91	7.7	5.26	3.04
Mean per-cent.	30.58				13.70		13.18	11.67	9.	6.43	3.7

(No. IXc.)

In 1,332 Schools which have been inspected in each of the Seven con-
Years 1850 to 1856, the TOTAL NUMBER of CHILDREN was :-

Year.	On the Books.	Above Ten Years of Age.	Per-cent Children abt Years of.
1850	233,048	54,456	23.38
1851	255,114	59,971	23.51
1852	287,014	75,480	26.3
1853	303,462	85,176	28.1
1854	311,062	90,447	29.08
1855	316,401	93,125	29.43
1856	327,363	96,729	29.54

* The returns for those years do not distinguish the ages of children under eight y.
+ The increasing per-centage is partly, perhaps principally, accounted for by the
number of infant schools which have been established under inspection. Children
now sent to school at an earlier age than that at which they were sent in former
and this raises the general per-centage of children under ten years of age, although
average age up to which attendance is continued may remain the same as before.
Table No. IX.c. shows the comparative annual numbers of children above ten years
in 1,332 schools which have been inspected continuously from the year 1850.

TOTAL

Free Church Schools in Scotland, and other Schools not connected with the Episcopal Church of Scotland.

Schools connected with the Established Church of Scotland.

Roman Catholic Schools.

British, Wesleyan, and other Protestant Schools not connected with the Church of England.

Church of England Schools.

(continued.)

IN COUN

Middlesex

Gloucester, Hereford, Oxford, Warwick, W

York

Cornwall, Devon, Dorset, and Somerset

Essex, Norfolk, and Suffolk

Derby, Leicester, Lincoln, Northampton, N

Kent, Surrey, Sussex, and Channel Islands

Leicester and Isle of Man

Chester, Salop, and Stafford

Bedford, Buckingham, Cambridge, Hertford

Berks, Hants, and Wilts

Cumberland, Durham, Northumberland, and

Wales

Chester, Lancaster, Anglessey, Caernarvon, I

of Derby, Stafford, Westmoreland, York,

Berks and Oxford; and part of the Count

Kent, Leicester, Middlesex, Stafford, and

Devon, Gloucester, Hereford, Worcester, H

broke; and part of the Counties of Do

Warwick, Cardigan, and Montgomery

Cornwall, Cumberland, Hants, Northingham,

moreland, and York

Bedford, Cambridge, Huntingdon, and Norfo

Derby, Essex, Hertford, Kent, Leicester, I

Salop, Suffolk, York, Cardigan, Merioneth

Durham; and part of the Counties of North

Devon, Gloucester, Hants, Kent, Leicester, S

ingham, Oxford, Somerset, Surrey, Sus

and part of the Counties of Cumberland, S

Chester, Cumberland, Lancaster, Westmorel

Counties of Derby and Stafford

Durham, Northumberland, and Scotland; an

Aberdeen, Banff, Berwick, Caithness, Cla

dington, Inverness, Kincardine, Kinross, I

Boes and Cromarty, Roxburgh, Selkirk,

County of Fife

Argyll, Ayr, Bute, Dumbarro, Dumries, H

and Wigton; and part of the County of

Episcopal Schools in Scotland, and other Schools not connected with the

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1 to be	Discipline is reported to be			Fitness for Training . reported to	
	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.
-	-	376	40	1	254
16	-	327	47	19	268
5	-	415	31	3	372
5	-	326	52	19	247
-	-	173	59	-	132
20	-	281	22	1	233
9	-	417	24	5	291
1	-	388	15	2	361
7	-	376	50	10	263
-	-	165	3	1	143
3	-	285	16	-	133
1	-	154	11	-	125
3	-	177	22	1	147
1	-	195	3	-	179
-	-	137	8	-	126
-	-	158	-	-	140
-	-	118	31	-	131
1	-	113	3	1	100
2	-	78	10	-	81
2	-	107	-	-	97
-	-	133	10	-	97
-	-	62	-	-	57
-	-	296	5	-	223
-	-	154	2	-	122
5	-	337	1	-	277
9	-	81	1	2	80

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Total

possession addition to their weekly income, if the absence of the child

SCHOOLS VISITED FOR SIMPLE INSPECTION ONLY.

No.	Number provided with House or Rent-free.	MISTRESSES.			INFANTS' MISTRESSES.		
		Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.			£ s. d.		
	1	45 16 7½	4	1	40 10 0	2	—
	8	26 1 3¼	22	9	30 10 6½	7	4
	25	30 1 8¾	19	10	31 15 0	4	2
	13	21 11 8	23	10	15 16 5	5	1
	7	29 11 9	25	9	21 0 0	3	2
	69	27 4 4½	55	26	27 18 1	11	4
	—	—	—	—	—	—	—
	2	—	—	—	46 8 0	1	—
	11	29 19 0	17	8	27 17 5	6	2
	1	32 10 0	2	2	—	—	—
	5	24 13 4	3	2	30 0 0	1	—
	2	36 4 0	5	2	—	—	—
	11	30 3 6	5	3	35 0 0	2	1
	1	—	—	—	—	—	—
	—	—	—	—	—	—	—
	—	85 7 6	4	—	—	—	—
	—	—	—	—	—	—	—
	—	—	—	—	—	—	—
	—	—	—	—	—	—	—
	—	—	—	—	—	—	—
	—	—	—	—	—	—	—
	1	39 0 0	1	—	—	—	—
	—	—	—	—	—	—	—
	—	—	—	—	—	—	—
	15	31 5 8¼	7	3	34 0 0	2	2
	—	31 6 4	11	7	—	—	—
	—	19 11 11	9	8	—	—	—

SI

ATED FOR SIMPLE INSPECTION ONLY.

Centesimal Proportion of those Children paying per Week				
Penny less than onepence.	Twopence, and less than Threepence.	Threepence, and less than Fourpence.	Fourpence.	Over Fourpence.
00·	—	—	—	—
75·67	20·75	2·21	·46	·91
28·19	40·94	15·64	6·86	8·37
71·38	21·77	2·31	·9	3·64
80·08	11·05	2·68	2·03	4·16
44·16	40·64	9·34	2·91	2·95
—	85·71	14·29	—	—
—	66·52	21·6	11·88	—
16·78	44·36	25·38	10·02	3·46
64·41	32·49	1·41	—	1·69
43·85	44·5	10·52	—	1·13
11·17	62·02	17·48	8·54	·79
74·44	18·26	5·63	·75	·92
—	—	—	—	—
—	—	—	—	—
7·02	11·73	44·36	33·33	3·51
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
00·	—	—	—	—
—	—	—	—	—
—	—	—	—	—
16·62	30·05	22·85	9·38	21·1
24·44	42·61	26·18	5·6	1·14
45·65	35·8	14·5	2·9	1·15
44·66	33·85	13·13	5·31	3·05

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the lowest amount of wages which the child of a labouring man
one where payments from the children are required. It is, not for
positive addition to their weekly income, if the absence of the child

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(No. XV.)

TABLED STATEMENT (under Counties) of sums expended from Parliamentary Grants for Education in Great Britain, in BUILDING, ENLARGEMENT, IMPROVEMENTS, or FIXTURES of Elementary Schools; in SCIENTIFIC APPARATUS, BOOKS, MAPS, and DIAGRAMS; in AUGMENTATION of SALARIES of CERTIFICATED SCHOOLMASTERS and SCHOOLMISTRESSES, and in RETIRING PENSIONS to late TEACHERS of SCHOOLS under INSPECTION; in STIPENDS of ASSISTANT TEACHERS; in STIPENDS of PUPIL-TEACHERS, and GRATUITIES for their special instruction; in CAPITATION GRANTS; and in GRANTS to REFORMATORIES, and to SCHOOLS of INDUSTRY for industrial purposes;— between years 1833 and 1857, inclusive.

Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.

ENGLAND.

N.S. denotes that School is in connexion with the National Society, or with the Church of England: B.S., with the British and Foreign School Society; Wes., Wesleyan Methodists' Conference; R.C., Roman Catholic Poor School Committee; Par., that it is a Parochial School; and P.U., a Parochial Union School.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers. ^b	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
BERKSHIRE.								
Mill - - - N.S. 7a	180 0 0	1845	1 6 6½	44 3 4	- -	594 17 6	37 8 0	
Mill - - - B.S. 4	59 17 6	1853						
Mill - - - B.S. 4	150 0 0	1846	4 4 2	71 12 6	- -	195 17 6	24 2 0	
Mill - - - N.S. 7	40 0 0	1855						
Guise - - - N.S. 7	334 4 0	1857	2 8 5½					
" - - - N.S. 7	202 0 0	1848	8 7 0½	62 10 0	- -	435 5 10	72 11 0	
" - - - " "	49 10 0	1850						
" - - - " "	9 0 0	1854						
" - - - " "	13 0 0	1853						
Guise - - - B.S. 4	- - -	- - -	2 0 10	33 15 0	- -	255 12 6	29 6 0	
St. Great - - - N.S. 8	115 0 0	1849	2 13 10	- -	- -	- -	9 16 0	
" - - - N.S. 8	96 0 0	1856						
" - - - N.S. 8	*45 0 0	1839						
" - - - N.S. 8	65 0 0	1848						
" - - - N.S. 8	*150 0 0	1839						
" - - - N.S. 8	90 0 0	1844						
" - - - B.S. 3	- - -	- - -	3 17 3½	97 6 8	- -	283 9 2	20 5 0	
" - - - N.S. 3	100 0 0	1854						
" - - - N.S. 3	52 0 0	1845						
" - - - N.S. 3	*50 0 0	1856						
" - - - N.S. 3	23 10 0	1841						
" - - - N.S. 3	40 0 0	1845						
" - - - N.S. 3	*48 0 0	1838	1 3 0	142 8 4	- -	136 13 4	54 9 0	
" - - - N.S. 3	*40 0 0	1839						
" - - - N.S. 3	*85 0 0	1839	1 8 8	63 5 0	- -	60 13 4	30 6 0	
" - - - N.S. 3	12 6 0	1846						
" - - - Wes. 6	- - -	- - -	7 0 0½	40 13 4	- -	134 10 10	30 8 0	
" - - - N.S. 6	72 0 0	1842						
" - - - N.S. 6	- - -	- - -	- -	- -	- -	- -	10 14 0	
" - - - N.S. 6	80 0 0	1842	0 17 0					
" - - - N.S. 6	*42 0 0	1837						
" - - - N.S. 6	110 0 0	1846						
" - - - N.S. 6	200 0 0	1847						
" - - - N.S. 6	50 0 0	1847						
" - - - N.S. 7	- - -	- - -	- -	17 10 0	- -	- -	- -	
" - - - N.S. 7	73 0 0	1845	4 2 6½	55 10 0	- -	349 9 3	40 6 0	
" - - - N.S. 7	72 0 0	1854						
" - - - N.S. 7	419 0 0	1837	2 4 9½					
" - - - N.S. 7	130 0 0	1844						

Figure in this column denotes the Month in which Her Majesty's Inspectors' annual visit to the school.

*Including gratuities to night-school teachers, and teachers of drawing.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teacher- s.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Re- form and Indus- trial Schools.
	Amount.	Date of Payment.						
BEDFORDSHIRE—cont.								
Keysoe - - - N.S.	33 0 0	1841						
" " - - - N.S.	10 0 0	1848						
Leighton Buzzard - B.S.	*75 0 0	1840						
" " - - - N.S.	10 0 0	1847						
" " - - - N.S.	50 0 0	1847						
Luton - - - N.S. 8	*145 0 0	1835	10 16 11½	92 9 2	-	327 16 8	40 0 0	
" " - - - N.S.	50 0 0	1849						
Luton - - - Wes. 5	-	-	17 1 5½	3 6 8	-	295 0 0	21 13 0	
Marston Moretaine and Lidlington - N.S. 7	160 0 0	1848	2 14 0	*13 1 8	-	351 0 0	38 13 0	
Maulden - - - N.S. 7	110 0 0	1850	1 12 8	5 0 0	-	-	4 8 0	
Meppershall - - - N.S.	*40 0 0	1840						
Poddington - - - N.S.	50 0 0	1842	1 3 8					
Pulloxhill - - - N.S. 7	55 0 0	1845	1 13 4½	27 0 0	-	50 0 0		
" " - - - N.S.	29 10 0	1854						
Ridgmont - - - Wes. 4	-	-	5 0 7½	16 10 0	-	192 6 8	13 7 0	
Riseley - - - N.S.	37 10 0	1841						
" " - - - N.S.	66 0 0	1849						
Shillington - - - N.S. 4	302 8 0	1857	2 19 6½	15 10 0	-	7 5 10		
Silsoe - - - Ch. of E. 6	-	-	-	41 1 8	-	48 0 0	35 16 0	
Stoughton, Little - N.S.	50 0 0	1846						
Stotfold - - - N.S. 5	110 0 0	1844	1 19 11	3 6 8	-	9 13 4		
" " - - - N.S.	45 0 0	1854						
" " - - - N.S.	38 0 0	1855						
Tebworth - - - N.S. 5	297 0 0	1855	2 10 5	21 13 4	-	32 10 0	19 12 0	
Toddington - - - N.S. 5	439 4 0	1855	-	10 0 0	-	-	12 7 0	
Toddington - - - Wes. 3	477 0 0	1856	3 6 8	31 5 0	-	51 6 8	15 2 0	
Turvey, B. and G. - N.S. 8	341 0 0	1848	2 0 0	63 15 0	-	32 10 0	22 6 0	
Turvey, Infants - N.S.	66 10 0	1841						
Uppend - - - N.S.	270 0 0	1855						
Westoning - - - N.S. 7	58 0 0	1841	-	-	-	-	7 12 0	
" " - - - N.S.	17 5 0	1855						
" " - - - N.S.	9 15 0	1857						
Wilden, Endowed - N.S.	101 5 0	1852						
Wilshampstead or Wilstead - - - N.S.	111 0 0	1847						
Woburn - - - B.S. 3	-	-	2 7 5	64 10 0	-	35 0 0		
Yelden - - - N.S.	45 0 0	1846						
" " - - - N.S.	36 0 0	1847						
BERKSHIRE.								
Abingdon - - - N.S.	-	-	3 3 7½					
Abingdon - - - B.S. 4	-	-	12 2 2½	39 11 8	-	544 15 0	23 5 0	
Aldermaston - Ch. of E. 6	-	-	-	52 10 0	-	52 14 2	21 14 0	3
Appleton - - - N.S.	*35 0 0	1837						
Arborefield - - - N.S.	65 0 0	1841						
Ascot Heath - - - N.S. 6	50 0 0	1854	3 1 5½	45 0 0	-	100 8 4	35 11 0	
" " - - - N.S.	316 5 0	1857						
Ashbury - - - N.S. 6	-	-	-	-	-	66 6 8		
Aston-Tyrolde - - - N.S.	54 0 0	1847	1 0 4½					
Beech Hill - - - N.S. 5	-	-	-	13 0 0	-	-	1 15 0	
Beonham - - - N.S.	36 0 0	1841						
Berkshire Reformatory	-	-	-	-	-	-	-	
Boxford - - - N.S.	-	-	2 4 10					
Bracknell - - - Ch. of E. 1	150 0 0	1855						
Bray - - - N.S. 1	-	-	3 13 0½	35 16 8	-	83 0 0	35 5 0	
Bray and Hollyport N.S. 1	104 0 0	1848	1 8 6½	48 6 8	-	32 10 0	13 10 0	
Brightwell - - - N.S. 5	45 0 0	1842	1 13 0½	64 13 4	-	127 16 8	34 17 0	
" " - - - N.S.	5 18 8	1854						
Brimpton - - - Ch. of E. 5	-	-	-	3 6 8	-	10 0 0	8 0 0	
Buckland - - - Par.	-	-	-	-	-	-	22 4 0	
Burghfield - - - N.S.	20 10 0	1844						
Challow, East - - - N.S.	144 0 0	1850						
Chieveley (North Heath) - - - N.S.	*75 0 0	1840						
Childrey - - - Wes. 4	106 0 0	1857	1 10 8½	35 0 0	-	24 11 8	22 1 0	

a The letter x denotes that the Grant was awarded under the Minute of 2 June 1856.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
BERKSHIRE—cont.								
Beckley - - - N.S. 7	£ 62 0 0	1839	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bever - - - N.S. 5	- - -	-	2 11 0	9 12 6	- - -	107 10 0	15 8 0	- - -
Bell (Earl of Radnor's School)	- 5	-	- - -	6 5 0	- - -	- - -	- - -	- - -
Betham Dean - N.S. 6	119 0 0	1847	2 14 5	34 16 8	- - -	313 3 4	40 12 0	- - -
Bilton - - - N.S. 4	6 9 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Bilton - - - N.S. 4	124 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington, Infant Ch. of E.	- 5	-	1 3 7	- - -	- - -	- - -	- - -	- - -
Bloxington - - B.S. 4	- - -	-	- - -	3 6 8	- - -	9 13 4	11 7 0	- - -
Bloxington - - N.S. 4	- - -	-	- - -	8 15 0	- - -	- - -	16 17 0	- - -
Bloxington - - N.S. 4	- - -	-	1 0 0	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 4	- - -	-	1 4 3	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 4	68 0 0	1847	1 0 8	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 3	165 0 0	1848	1 13 4	10 0 0	- - -	- - -	- - -	- - -
Bloxington - - N.S. 4	50 0 0	1839	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 5	153 5 8	1854	4 14 3	61 5 0	- - -	54 11 8	12 7 0	- - -
Bloxington - - N.S. 4	35 0 0	1841	1 7 2	- - -	- - -	3 15 0	0 15 0	- - -
Bloxington - - N.S. 5	30 0 0	1838	1 2 8	- - -	- - -	- - -	9 8 0	- - -
Bloxington - - N.S. 4	140 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 4	110 0 0	1847	1 6 8	- - -	- - -	- - -	27 16 0	- - -
Bloxington - - N.S. 5	106 0 0	1851	2 8 8	67 1 8	- - -	40 10 0	38 13 0	- - -
Bloxington - - N.S. 4	243 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - Wes. 4	- - -	-	4 12 5	31 5 0	- - -	167 10 0	19 4 0	- - -
Bloxington - - N.S. 4	90 0 0	1847	1 2 1	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 5	166 4 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 5	150 0 0	1845	2 17 6	46 13 4	- - -	42 3 4	5 2 0	- - -
Bloxington - - B.S. 4	133 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - Wes. 4	400 0 0	1856	6 2 6	110 5 0	- - -	208 10 0	15 6 0	- - -
Bloxington - - N.S. 6	150 0 0	1838	14 13 1	244 8 4	- - -	968 13 4	23 0 0	- - -
Bloxington - - N.S. 6	- - -	-	- - -	8 13 4	- - -	- - -	3 7 0	- - -
Bloxington - - Par. 6	250 0 0	1854	6 3 4	29 3 4	- - -	93 8 4	24 6 0	- - -
Bloxington - - N.S. 6	120 0 0	1855	4 4 8	6 5 0	- - -	141 18 4	29 0 0	- - -
Bloxington - - N.S. 5	- - -	-	- - -	46 0 0	- - -	- - -	38 13 4	12 12 0
Bloxington - - N.S. 5	40 0 0	1839	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - Par. 6	293 0 0	1857	2 11 4	216 5 10	- - -	237 16 8	62 11 0	- - -
Bloxington - - N.S. 6	20 0 0	1844	0 19 10	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 6	40 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 6	38 0 0	1842	6 7 8	61 15 0	- - -	273 12 6	37 1 0	- - -
Bloxington - - N.S. 6	8 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 6	5 0 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 6	110 0 0	1854	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - Ch. of E. 7	350 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - B.S. 9	125 0 0	1847	1 3 4	18 0 0	- - -	104 0 10	- - -	- - -
Bloxington - - N.S. 5	9 1 10	1846	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 5	225 0 0	1846	2 13 4	28 15 0	- - -	57 10 0	22 6 0	- - -
Bloxington - - N.S. 5	80 0 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 5	- - -	-	7 19 4	75 0 0	- - -	107 16 8	10 15 0	- - -
Bloxington - - N.S. 6	- - -	-	- - -	102 1 8	- - -	319 0 10	94 3 0	- - -
Bloxington - - Wes. 4	- - -	-	10 3 4	11 5 0	- - -	359 13 0	42 1 0	- - -
Bloxington - - N.S. 3	- - -	-	5 0 0	23 6 8	- - -	40 0 0	2 15 0	- - -
Bloxington - - N.S. 5	- - -	-	- - -	35 0 0	- - -	- - -	- - -	- - -
Bloxington - - B.S. 1	245 0 0	1842	7 4 2	28 0 0	- - -	211 10 0	21 0 0	- - -
Bloxington - - N.S. 6	17 6 8	1854	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 6	10 0 0	1848	27 5 3	162 13 4	50 0 0	1,162 8 4	33 0 0	- - -
Bloxington - - N.S. 5	- - -	-	3 12 10	33 0 0	- - -	205 0 0	- - -	- - -
Bloxington - - N.S. 6	- - -	-	5 12 3	230 11 8	- - -	290 10 0	2 14 0	- - -
Bloxington - - N.S. 8	- - -	-	10 0 0	153 0 0	- - -	630 7 6	- - -	- - -
Bloxington - - N.S. 6	274 5 4	1856	2 10 0	57 3 4	- - -	80 16 8	6 0 0	- - -
Bloxington - - P.U. 2	- - -	-	- - -	- - -	- - -	32 2 6	- - -	- - -
Bloxington - - N.S. 6	70 0 0	1839	4 7 6	85 0 0	- - -	121 5 0	36 19 0	- - -
Bloxington - - B.S. 6	125 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Bloxington - - N.S. 5	- - -	-	- - -	18 6 8	- - -	- - -	5 10 0	- - -

a Scientific apparatus.

Schools aided by Parliamentary Grants.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certific- ated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
BUCKINGHAMSHIRE.								
Aston Clinton - N.S.	96 0 0	1849						
Aylesbury - B.S. 3			4 10 10	-	-	236 0 0		
Aylesbury - N.S. 5	190 0 0	1847	3 17 10½	86 1 8	-	276 16 8	28 1 0	
	21 0 0	1856						
Beachampton - N.S. 6			1 15 10	-	-	92 1 8		
Beaconsfield - B.S. 1				-	-	53 19 2		
Bierton - N.S. 6	87 0 0	1849	1 1 2½	-	-	52 10 0		
Bletchley - N.S.	*50 0 0	1840						
Brickhill, Little - N.S.	44 0 0	1841						
Buckingham - N.S. 6	211 6 4	1857		96 13 4	-	38 15 0	16 7 0	
Chalfont, St. Peter's N.S.	70 0 0	1848						
	42 17 6	1848						
Choddington - Ch. of E. 5				42 10 0	-		10 7 0	
Chesham, B. G. & I. - N.S.	200 0 0	1846						
	54 0 0	1851						
Claydon Park " - N.S.			3 6 8					
Claydon, Middle - N.S. 6				67 11 8	-	121 5 0	33 0 0	
Colnbrook and Horton - N.S. 5	215 0 0	1846	0 12 2	63 6 8	-	237 3 4	51 2 0	
	15 0 0	1856						
Crawley, North - N.S.	50 0 0	1845						
Cuddington - N.S.	75 0 0	1846						
Datchet - N.S. 5			4 9 9½	31 3 4	-	369 12 6	9 7 0	
Drayton Beauchamp - N.S.	60 0 0	1845						
Dunton - N.S.	25 0 0	1842						
Eton - P.U.						23 0 0		
Farnham-Royal - N.S. 5			4 15 3	18 15 0	-		35 2 0	
Fulmer - N.S.	50 0 0	1844	2 1 8					
	50 0 0	1855						
Granborough - N.S.	90 0 0	1854						
Haddenham - B.S.	70 0 0	1851						
Hambledon - N.S. 5			2 6 4½	-	-	3 15 0	6 12 0	
Hulcott - N.S.	87 0 0	1856						
Ivor, Boys - N.S. 6	102 0 0	1849		39 10 0	-	108 15 0	15 0 0	
Ivor, Girls & Infants - N.S. 6	100 0 0	1847		35 0 0	-	44 11 8	34 14 0	
Kimble, Great - N.S. 5							12 0 0	
Langley Marsh - N.S. 7	72 0 0	1848	2 5 10	57 10 0	20 0 0	117 10 0	18 3 0	
Lavendon - N.S.	*49 0 0	1838						
	78 0 0	1853						
Leckhampstead - N.S. 5	*60 0 0	1839		5 0 0	-		2 8 0	
Lee-Common - N.S.	50 0 0	1848						
Linslade - N.S.	198 0 0	1849	6 12 0	-	-		17 19 0	
Ludgershall - N.S.	93 0 0	1847	2 8 2					
Marlow, Great - N.S. 6			6 16 8½	129 11 8	-	232 6 8	56 14 0	
Marlow - B.S.			1 3 2					
Marsh Gibbon - N.S.	120 0 0	1840	0 8 8½					
	40 0 0	1851						
Marston, North - N.S.	*60 0 0	1835						
Marsworth - N.S. 5	45 0 0	1842					1 10 0	
Mursley - N.S.	*25 0 0	1835						
Nash - N.S.	276 0 0	1857						
Newport Pagnell - N.S. 7							4 16 0	
Newport Pagnell - B.S.	*90 0 0	1838						
Olney - N.S. 3	176 0 0	1848	1 6 7	11 13 4	-		7 10 0	
Quainton - N.S.			1 16 8½					
Risborough, Prince's N.S.	105 0 0	1842						
	35 0 0	1844						
Risborough, Prince's B.S. 3	153 0 0	1848				132 10 0	19 15 0	
Stoke Goldington - N.S.	*72 0 0	1840						
Stoke Hamond - N.S.	33 0 0	1844						
Stoke Mandeville - N.S.	60 0 0	1845	1 0 0					
Stoke Pogis - N.S. 5	93 0 0	1843	4 5 10	61 0 0	-	331 3 4	21 15 0	
Stony Stratford - N.S. 6						15 0 0	28 10 0	
Taplow - N.S. 5	74 0 0	1840	1 13 1½	35 0 0	-		20 19 0	
	92 12 0	1855						
Thornborough - N.S.	42 0 0	1842						
Towersay - N.S.	60 0 0	1849						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
BUCKINGHAMSHIRE— cont.								
Blair's Green - - N.S.	51 0 0	1844						
Bladen-cum-Chalvey, N.S. 6	64 0 0	1842	6 13 11	103 1 8	-	395 8 4	65 7 0	
" " " "	290 15 0	1853						
" " " "	5 4 0	1855						
Waddesdon - - N.S. 6	119 0 0	1849	2 14 10	81 6 8	-	178 18 0	54 5 0	
Waddesdon - - B.S. 9	121 0 0	1847	6 5 1	49 10 0	-	318 0 0	7 9 0	
Watton - - N.S. 6	-	-	2 2 6	28 17 6	-	51 5 0	41 0 0	
Watton and Woughton, N.S. 7	-	-	0 16 8	-	-	-	2 12 0	
Wendover - - N.S. 6	-	-	2 5 10	15 0 0	-	-	-	
Whaddon - - N.S.	28 0 0	1842						
Whitchurch - - Wes. 3	170 0 0	1850	3 1 2	18 0 0	-	335 10 0	46 6 0	
Wing - - N.S. 5	-	-	6 0 0	50 10 0	-	-	4 17 0	
Wimlow - - N.S. 6	*80 6 0	1840	3 18 11	-	-	94 3 4	43 2 4	
" " " "	8 7 8	1849						
" " " "	18 10 0	1854						
Woburn Sands - - N.S. 7	-	-	2 11 4	-	-	15 0 0	23 17 0	
Wolverton, New - B.S. 4	-	-	-	72 5 10	-	98 10 0	22 3 0	
Woburn - - N.S.	150 0 0	1852	1 3 5	-	-	-	13 11 0	
" " " "	50 0 0	1852						
Wycombe - - P.U. 12	-	-	-	-	-	10 0 0	-	
Wycombe, High - B.S. 3	*400 0 0	1835	-	-	-	760 7 6	-	
" " " "	9 7 8	1848						
" " " "	54 0 0	1853						
Wycombe, High - N.S. 6	1176 0 0	1855	3 9 0	45 6 8	-	16 5 0	-	
CAMBRIDGESHIRE.								
Albion-in-Haddenham, Daily and Sunday S. - -	*20 0 0	1836						
Arton, Sunday S. -	15 0 0	1844						
Basingbourne - - N.S.	*60 0 0	1836						
Basingbourne - - B.S.	*60 0 0	1838						
Botolph Claydon - - N.S.	100 0 0	1840						
" " " "	50 0 0	1847						
Brinkley - - N.S.	63 0 0	1845						
Corwell - - B.S.	80 0 0	1847						
Cambridge, Barnwell - - N.S. 4	*210 0 0	1838	17 7 4	148 19 2	-	1,490 19 2	-	
" " " "	100 0 0	1848						
" " " "	64 2 8	1852						
" " " "	16 0 0	1856						
Cambridge (King Street) - - N.S. 4	178 0 0	1855	10 4 3	41 15 0	-	335 5 0	27 0 0	
" " " "	-	-	-	20 0 0	-	-	-	
Cambridge, Industrial - - N.S. 4	106 10 0	1851	-	-	-	-	-	186 18 0
" " " "	95 0 0	1852	-	-	-	-	-	
Cambridge, St. Giles' N.S. 4	-	-	-	-	-	271 16 0	7 15 0	
Cambridge, St. Paul's (Russell Street) - - N.S. 4	300 0 0	1845	15 17 0	187 9 2	-	1,559 4 2	42 7 0	
" " " "	55 18 8	1851						
" " " "	100 0 0	1852						
Cambridge, "St. Paul's (Union Road), Infants N.S.	100 0 0	1846						
" " " "	1 15 0	1848						
Cambridge " - - B.S. 2	250 0 0	1840	12 4 5	62 1 8	-	1,100 3 4	-	
" " " "	11 6 0	1848						
" " " "	100 0 0	1849						
" " " "	114 0 0	1856						
Cambridge, St. Peter's (Castle End) - - N.S. 4	21 0 6	1854	9 6 9	48 15 0	-	272 5 0	17 0 0	
Cambridge, Church Schoolmasters' Association -	-	-	0 12 4	-	-	-	-	

a Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificat- ed Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform atory and Industrial Schools
	Amount.	Date of Payment.						
CAMBRIDGESHIRE—cont.								
Cambridge, Pound Hill, Infants - Ch. S.	33 0 0	1855						
Caxton - N.S.	201 12 0	1855	1 3 4					
Chatteris, Boys - B.S. 3							5 2 0	
Chatteris, Infants, Ch. of E. 3	70 0 0	1845		53 18 4		155 13 4	37 17 0	
Chatteris, Girls - N.S. 3						17 10 0	10 10 0	
Chesterton - N.S.	144 0 0	1844	2 4 2					
Comberton - N.S. 4	75 0 0	1846	1 15 0	50 0 0		120 0 0	17 18 0	
" - " - " 4	4 16 0	1849						
" - " - " 3	31 0 0	1855						
Conington - N.S.	28 10 0	1842						
" - " - " 3	26 10 0	1849						
Coton - N.S.	49 0 0	1848						
Ditton, Fen - N.S.	70 0 0	1844						
" - " - " 3	27 0 0	1846						
Ditton, Wood - N.S.	133 0 0	1849						
Duxford - N.S. 3	9 0 0	1848	1 2 7	60 5 0		270 10 10	8 7 0	
" - " - " 3	163 0 0	1848						
Elsworth - N.S.	187 0 0	1849						
Ely - N.S. 4	27 15 4	1850	16 16 4	84 7 6		380 5 10	26 12 0	
Fordham - N.S.	168 0 0	1849						
Ganlingay - N.S.	160 0 0	1849						
Gransden, Little - N.S.	95 0 0	1848						
" - " - " 3	37 0 0	1848						
Guilden Morden - N.S. 4	150 0 0	1850	4 18 1	70 10 0		263 10 0	18 16 0	
Haddenham - B.S. 2			3 0 10	11 5 0		223 7 6	3 18 0	
Haddenham, Girls' Industrial - N.S. 2			2 1 8					
Horningsey - N.S.	40 10 0	1842						
Impington - N.S.	55 0 0	1847						
Isleham - N.S. 3	230 0 0	1849		44 3 4		65 4 2		
Linton - N.S. 4			7 6 10	53 15 0		306 2 6	36 8 6	
Littleport - N.S. 2	400 0 0	1847	4 14 4	70 16 8		79 18 4	53 13 0	
" - " - " 3	64 13 4	1853						
Madingley - N.S.	50 0 0	1845						
March - N.S. 3			5 4 7			114 16 8		
March, Infant - N.S. 3							13 11 0	
Melbourn (Ayliffe's) Ch. of E. -	90 0 0	1854						
Oakington - N.S.	50 0 0	1838						
Over - N.S. 3	111 5 0	1844	1 19 0			151 14 2		
" - " - " 3	4 16 8	1847						
Papworth, St. Agnes Ch. of E. 2							0 17 0	
Prickwillow - N.S.			2 19 1					
Bampton - N.S.	36 0 0	1846						
Sawston - N.S.	48 0 0	1842						
Shelford, Great - N.S.	4 2 0	1842						
" - " - " 3	81 0 0	1843						
" - " - " 3	40 0 0	1843						
Soham - N.S. 2				22 10 0		1 5 0	8 0 0	
Stapleford - N.S.	102 0 0	1847						
Swaffham-Bulbeck - N.S.	54 0 0	1841						
Swavesey - N.S. 4	100 0 0	1842	3 18 4	41 10 0		390 16 8	6 12 0	
" - " - " 3	5 0 0	1847						
" - " - " 3	123 0 0	1849						
Thorney Abbey - N.S. 3			2 18 4	212 15 0	85 16 8	389 7 6	20 5 0	
Toft and Caldecote - N.S. 7	25 0 0	1835	1 15 4			70 12 6		
Trumpington - N.S. 4	60 0 0	1844	2 16 6	58 15 0		147 10 0	58 0 0	
" - " - " 3	48 10 0	1849						
" - " - " 3	18 0 0	1854						
Tyd, St. Giles' - N.S.			2 11 4					
Waterbeach - N.S.			1 15 2					
Whittlesea, St. Mary's and St. Andrew's N.S. 3	190 10 0	1851	6 0 1	90 1 8		195 19 2	13 9 0	
" - " - " 3	200 0 0	1852						
Wilbraham, Little - N.S.	82 10 0	1850						
Wilburton - N.S. 3	29 0 0	1839	1 5 0			2 10 0	3 14 0	
" - " - " 3	216 0 0	1855						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
CAMBRIDGESHIRE—cont.								
Kingham - B.S. 3	-	-	5 0 0 ⁴	5 10 0	-	-	-	-
Witch, St. Peter's - N.S. 4	24 18 10	1853	4 16 5 ⁴	139 10 0	-	548 1 8	-	-
Witch, Boys - B.S. 7	160 0 0	1841	13 0 10 ⁴	46 5 0	-	284 0 0	36 15 0	-
Witch, Girls - B.S. 7	37 0 0	1855	-	-	-	29 0 0	24 0 0	-
Pickford - N.S. 4	150 0 0	1840	1 4 6 ⁴	-	-	5 0 0	-	-
CHESHIRE.								
Alton - N.S. 6	315 0 0	1845	11 10 9 ⁴	179 6 8	-	1,197 15 5	117 14 0	-
Alton Indust. Dep. - Ch. of E.	165 0 0	1850	-	-	-	-	-	73 7 6
Alton, Endowed - N.S. 9	102 13 4	1856	1 13 4 ⁴	-	-	-	-	-
Alton (Lady Stanley's) - N.S. 6	-	-	1 1 8	-	-	-	-	-
Alton, Over - N.S. 6	25 0 0	1842	1 2 3	6 13 4	-	-	2 10 0	-
Alton Edge - B.S. 3	-	-	-	27 3 4	-	18 6 8	4 7 0	-
Alton Edge - N.S. 3	-	-	2 13 9	-	-	-	10 17 0	-
Altonham and Bow - N.S. 12	-	-	-	-	-	-	-	-
Alton Downs - B.S. 12	-	-	4 6 8 ⁴	62 10 0	-	297 5 0	11 10 0	-
Alton - N.S. 7	50 0 0	1844	1 8 7	-	-	-	-	-
Alton - N.S. 7	-	-	-	4 3 4	-	-	2 16 0	-
Alton, Middle - N.S. 7	-	-	3 6 8 ⁴	54 0 0	-	-	-	-
Alton - N.S. 6	116 0 0	1842	3 5 4 ⁴	171 1 8	-	186 5 0	90 12 0	10 0 0
Alton - N.S. 11	150 0 0	1855	-	-	-	-	-	-
Alton - N.S. 11	65 10 0	1846	-	13 15 0	-	-	4 9 0	-
Alton - N.S. 7	3 8 0	1849	-	-	-	-	-	-
Alton - N.S. 7	100 0 0	1845	-	-	-	-	-	-
Alton - N.S. 7	226 0 0	1846	5 14 0 ⁴	18 5 0	-	226 18 4	61 14 0	-
Alton - N.S. 7	152 0 0	1849	-	30 0 0	-	-	-	-
Alton, Lower - N.S. 7	75 0 0	1836	-	15 0 0	-	-	-	-
Alton - N.S. 7	45 0 0	1842	-	-	-	-	-	-
Alton - N.S. 7	30 0 0	1844	-	-	-	-	-	-
Alton - N.S. 7	1 8 0	1845	-	-	-	-	-	-
Alton - N.S. 7	* 53 0 0	1850	2 6 8 ⁴	36 5 0	-	15 0 0	13 2 0	-
Alton - N.S. 7	55 0 0	1855	-	-	-	-	-	-
Altonhead, Holy Trinity - N.S. 7	300 0 0	1844	15 15 5 ⁴	212 18 4	-	490 6 8	13 6 0	-
Altonhead - N.S. 7	120 0 0	1846	-	-	-	-	-	-
Altonhead - N.S. 7	56 0 0	1855	-	-	-	-	-	-
Altonhead - N.S. 7	20 0 0	1856	-	-	-	-	-	-
Altonhead, Trinity - N.S. 7	400 0 0	1852	-	12 10 0	-	-	6 6 0	-
Altonhead, St. Anne's - N.S. 7	100 0 0	1852	-	-	-	-	-	-
Altonhead, St. John's - N.S. 7	262 0 0	1850	1 19 11 ⁴	6 5 0	-	-	-	-
Altonhead, St. John's - N.S. 7	460 0 0	1847	* 8 4 0	172 10 0	-	400 6 8	17 12 0	-
Altonhead (Argyle Street), Infants - N.S. 7	-	-	1 10 10 ⁴	-	-	-	-	-
Altonhead Back (Chester Street) - N.S. 7	-	-	1 1 3	-	-	-	-	-
Altonhead (Market Street) - N.S. 7	-	-	1 10 10 ⁴	-	-	-	-	-
Altonhead, Priory Street - N.S. 7	-	-	2 7 7	-	-	-	-	-
Altonhead, St. Werburgh's - R.C. 6	-	-	-	53 13 4	-	125 16 8	30 0 0	-
Altonhead, St. Mary's - R.C. 6	1,101 0 0	1857	20 9 6	-	-	-	-	-
Altonhead - N.S. 10	* 250 0 0	1859	13 16 2	230 10 0	108 15 0	668 16 8	152 18 0	-
Altonhead - N.S. 10	50 0 0	1852	46 13 4	-	-	-	-	-
Altonhead - N.S. 10	324 0 0	1856	-	-	-	-	-	-
Altonhead Night School - N.S. 4	-	-	6 5 8	54 2 6	-	10 0 0	89 10 0	-
Altonhead - N.S. 4	-	-	-	-	-	132 0 0	-	-

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Refor and Indu tris Scho
	Amount.	Date of Payment.						
CHESHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Bollington Cross - N.S. 10	241 0 0	1845	8 17 11	16 17 6	-	-	29 10 0	
Boughton, St. Paul's N.S. 7	-	-	-	24 0 0	-	-	15 0 0	
Bowden - N.S. 7	-	-	2 16 8½	93 0 0	-	15 0 0	12 16 0	
Bradwell Reformatory - 8	-	-	1 13 4½	-	-	-	-	46 19
Bredbury, St. Mark's N.S.	322 10 0	1850	3 6 8	-	-	-	-	
Brighton, New - N.S. 8	-	-	-	40 6 8	-	15 0 0	-	
Broken Cross, St. Thomas' - N.S. 9	59 0 0	1840	-	18 16 8	-	-	6 19 0	
" - N.S. 10	41 0 0	1857	-	-	-	-	-	
Buglawton - N.S. 10	230 0 0	1844	5 13 9½	85 10 0	-	75 0 0	32 3 0	
" - Night School - N.S. 10	3 0 0	1853	-	-	-	-	-	
Bunbury, Endowed - N.S. 11	50 0 0	1857	2 10 0½	35 10 0	-	6 10 0	18 13 0	
Carrington - N.S. 6	-	-	2 0 0	130 12 6	-	31 10 0	9 12 0	
Cheadle - N.S. 7	90 0 0	1837	4 7 6	82 10 0	-	146 0 0	47 10 0	
Chester, Ch. Ch. - N.S. 6	150 0 0	1842	6 10 3½	16 6 8	-	6 5 0	3 0 0	
" - " - " - N.S. 6	7 12 0	1840	-	-	-	-	-	
" - " - " - N.S. 6	21 0 0	1856	-	-	-	-	-	
Chester, Grosvenor - N.S. 6	-	-	4 3 4½	83 7 6	-	139 5 0	14 8 0	
Chester, Model School - 5	-	-	6 18 2½	116 18 4	-	158 11 8	6 12 0	
Chester, Ragged and Industrial - 2	-	-	-	-	-	-	-	
Chester, St. Mary's - N.S. 6	516 0 0	1847	7 16 11½	80 18 0	-	119 0 0	23 15 0	86 0
" - " - " - N.S. 6	4 13 0	1848	-	-	-	-	-	
" - " - " - N.S. 6	172 0 0	1857	-	-	-	-	-	
Chester, St. Oswald's - N.S. 6	-	-	4 16 0½	96 5 0	-	342 0 0	24 5 0	
Chester, St. Werburgh's - B.C. 6	-	-	-	18 15 0	-	-	5 8 0	
Christleton - Par. 6	208 16 0	1857	3 6 8	98 0 0	-	102 1 8	43 14 0	
Clutton - N.S. 6	50 0 0	1838	1 0 0	-	-	-	-	
Coathbrook - N.S. 6	30 0 0	1848	-	-	-	-	-	
Congleton, St. James' - N.S. 9	300 0 0	1845	11 2 5½	128 1 8	87 1 8	628 8 4	29 11 0	
" - " - " - N.S. 9	12 5 0	1849	-	-	-	-	-	
" - " - " - N.S. 9	52 1 8	1852	-	-	-	-	-	
" - " - " - N.S. 9	4 0 0	1852	-	-	-	-	-	
" - Night School, N.S. 9	-	-	-	-	-	10 0 0	-	
Congleton, St. Peter's - N.S. 9	-	-	5 9 0½	-	-	162 0 0	-	
Congleton, St. Stephen's - N.S. 9	367 0 0	1840	6 0 6	9 3 4	-	22 18 4	-	
Congleton, Wagg Street - Wes. 3	-	-	2 2 0½	57 10 0	-	76 6 8	9 16 0	
Coppenhall - N.S. 7	36 0 0	1843	-	-	-	-	4 4 0	
" - N.S. 7	17 6 8	1856	-	-	-	-	-	
Cranage, Blue Coat - N.S. 11	-	-	2 3 3½	23 7 6	-	44 4 2	11 3 0	
Crowe - N.S. 6	-	-	16 11 5½	354 5 0	-	1,651 17 6	157 11 0	
Crowe - B.C. 6	-	-	3 11 8	23 16 8	-	63 0 0	27 19 0	
Crowe Green - Ch. of E. 8	-	-	-	-	-	-	14 1 0	
Dane Bridge - N.S. 7	529 4 0	1855	5 12 0½	37 10 0	-	85 10 0	37 7 0	
Davenham - N.S. 11	864 0 0	1857	4 9 4	50 16 8	-	110 0 0	43 18 0	
Delamare Forest - N.S. 8	150 0 0	1847	-	37 2 6	-	32 10 0	6 3 0	
" - " - " - N.S. 8	26 0 0	1855	-	-	-	-	-	
Dukinfield, Factory - B.S. 10	-	-	13 9 1	-	-	372 10 0	22 13 0	
Dukinfield, Moravian School - - 11	352 2 6	1853	1 18 2	133 0 0	-	401 5 0	42 19 0	
Dukinfield, St. John's - N.S. 9	600 0 0	1845	7 1 0	174 13 4	-	842 2 6	55 7 0	
" - " - " - N.S. 9	14 17 6	1856	-	-	-	-	-	
Dukinfield, St. Mark's - N.S. 10	406 0 0	1848	3 19 11½	110 5 0	96 13 4	410 12 6	56 0 0	
" - " - " - N.S. 10	2 7 0	1848	-	-	-	-	-	
" - " - " - N.S. 10	42 0 0	1850	-	-	-	-	-	
" - " - " - N.S. 10	56 13 4	1855	-	-	-	-	-	
" - " - " - N.S. 10	107 10 0	1857	-	-	-	-	-	
Dukinfield, St. Mark's, "Lower," Infants N.S.	118 0 0	1850	-	-	-	-	-	
Eastham - N.S. 4	316 1 1	1855	1 14 0	-	-	-	4 4 0	

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	Amount.	Date of Payment.						
CUMBERLAND—cont.								
Elmère, Port - N.S. 7	45 0 0	1845	-	30 0 0	-	-	3 5 0	
Emwith - N.S.	80 0 0	1840	-	-	-	-	-	
Emwith - N.S.	124 0 0	1850	1 0 0	-	-	-	-	
Emwithbrook - N.S. 6	-	-	-	126 2 6	-	268 6 0	50 0 0	
Emwith, Endowed Grammar School - 6	4 9 4	1846	-	52 10 0	-	136 15 0	16 11 0	
Emwith, G. & L. - N.S. 6	100 0 0	1837	3 1 4	105 0 0	-	213 8 4	23 5 0	
" - "	73 10 0	1852	-	-	-	-	-	
" - "	26 0 0	1852	-	-	-	-	-	
Emwith-cum-Newton Green - N.S. 8	456 0 0	1840	2 13 0	-	-	79 3 4	-	
Emwith - N.S. 7	300 0 0	1837	-	7 10 0	-	-	-	
Emwith - N.S. 7	156 0 0	1846	5 15 11	191 5 0	-	658 10 0	103 8 0	
" - "	12 0 0	1847	-	-	-	-	-	
" - "	35 0 0	1851	-	-	-	-	-	
" - "	45 0 0	1855	-	-	-	-	-	
Emwith - N.S. 11	-	-	-	26 0 0	-	51 10 0	8 6 0	
Emwith - N.S. 8	175 0 0	1845	1 13 4	-	-	100 0 0	10 5 0	
Emwith - Ch. of E. 5	-	-	-	-	-	-	4 5 0	
Emwith - N.S. 11	78 0 0	1834	2 14 2	8 15 0	-	-	23 2 0	
Emwith - N.S.	-	-	1 1 4	-	-	-	-	
Emwith - N.S. 5	100 0 0	1847	-	-	-	-	5 6 0	
Emwith - Ch. of E. 9	-	-	-	12 10 0	-	-	5 10 0	
Emwith - N.S. 11	222 0 0	1846	3 19 1	-	-	-	23 3 0	
" - "	18 0 0	1856	-	-	-	-	-	
Emwith Lake - N.S. 7	70 0 0	1844	3 16 2	17 10 0	-	183 15 0	17 11 10	
" - "	9 8 6	1854	-	-	-	-	-	
" - "	68 10 8	1854	-	-	-	-	-	
" - "	109 0 0	1856	-	-	-	-	-	
Emwith Walsfield - N.S. 6	-	-	-	-	-	-	6 7 0	
Emwith, Upper - N.S. 10	400 0 0	1841	7 6 0	2 10 0	-	279 0 0	8 0 0	
" - "	50 0 0	1844	-	-	-	-	-	
" - "	20 0 0	1845	-	-	-	-	-	
Emwith, Lower, Marta - N.S. 10	350 0 0	1845	5 2 2	84 2 6	-	276 3 4	34 0 0	
" - "	6 8 6	1851	-	-	-	-	-	
" - "	19 6 0	1856	-	-	-	-	-	
Emwith - Night S. 10	-	-	-	-	-	18 0 0	-	
Emwith - N.S.	54 0 0	1851	1 10 0	-	-	-	-	
Emwith, Flowerly Field School - 2	-	-	10 16 5	12 10 0	-	2 8 4	-	
Emwith, St. George's - N.S. 9	200 0 0	1836	2 19 10	39 13 4	-	15 0 0	26 16 0	
Emwith, St. Philip's - N.S.	60 0 0	1846	1 9 3	-	-	-	-	
Emwith, St. Michael's - N.S.	207 0 0	1856	2 18 11	-	-	-	-	
Emwith - N.S.	120 0 0	1847	-	-	-	-	-	
Emwith - "	59 5 0	1853	-	-	-	-	-	
Emwith - Par. 11	-	-	1 5 9	27 10 0	-	20 0 0	28 16 0	
Emwith, Infant - N.S.	100 0 0	1844	-	-	-	-	-	
" - "	15 16 0	1854	-	-	-	-	-	
Emwith (Church), Boys - N.S. 6	12 13 4	1856	0 18 8	37 10 0	-	-	12 18 0	
Emwith (Church), Girls and Infants - N.S. 5	105 0 0	1844	6 6 4	10 0 0	-	582 18 4	56 16 0	23 5 0
Emwith - N.S.	235 0 0	1839	1 13 3	-	-	-	-	
Emwith, Infants - N.S.	45 0 0	1842	-	-	-	-	-	
Emwith and Min- shall Vernon - N.S. 9	21 0 0	1846	5 3 9	-	-	183 13 4	-	
" - "	78 0 0	1850	-	-	-	-	-	
Emwith - N.S. 7	150 0 0	1842	3 4 6	95 16 8	-	15 0 0	18 12 0	
Emwith, St. Alban's - E.C. 11	-	-	2 13 4	21 10 0	-	-	32 10 0	
Emwith, Graham - N.S. 6	120 0 0	1852	2 0 9	70 0 0	-	149 1 8	34 18 0	
" - N.S. 6	-	-	2 16 2	52 10 0	-	75 0 0	20 18 0	
Emwith, Ch. - N.S. 12	200 0 0	1841	13 0 5	182 16 8	-	430 0 0	42 8 0	
" - "	175 0 0	1846	10 0 0	-	-	-	-	
" - "	14 0 0	1846	-	-	-	-	-	
" - "	56 17 4	1856	-	-	-	-	-	
Emwith, Ch. Ch. (Crompton Road) - N.S. 10	232 0 0	1850	4 0 9	12 7 6	-	15 0 0	28 6 0	
" - "	21 6 8	1857	-	-	-	-	-	

& Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grant to Reform- atory and Indus- trial School.
	Amount.	Date of Payment.						
CHESHIRE—cont.								
Macclesfield, Old Church, or Town N.S. 11	34 0 0	1846	5 16 8	217 10 0	48 15 0	463 10 0	27 11 0	
" " " "	20 0 0	1847						
" " " "	22 0 0	1856						
Macclesfield, St. Peter's N.S. 9	405 0 0	1846	-	16 5 0	-	-	2 17 0	
" " " "	31 3 4	1856						
Macclesfield, St. Alban's R.C. 6	-	-	11 15 1½	16 10 0	-	177 0 10	10 10 0	
Macclesfield, St. Paul's N.S. 10	417 0 0	1851	6 14 5½	66 5 0	-	131 10 0	28 1 0	
" " " "	6 2 8	1856						
" " " "	16 6 0	1857						
Malpas (Allport's Endowed) N.S. 11	-	-	4 11 3½	55 12 6	-	33 6 8	10 16 0	
Marlston-cum-Lache N.S.	*20 0 0	1838						
Marple " N.S. 9	*160 0 0	1838	6 11 4½	6 13 4	-	148 0 0	35 4 0	
Marple (High Lane) N.S. 7	152 0 0	1847	2 19 8½	-	-	-	22 3 0	
Marston " N.S.	46 0 0	1843	0 15 2	-	-	-	-	
Mere (Mrs. Langford Brooke's) N.S. 11	-	-	2 0 0½	10 0 0	-	15 0 0	13 0 0	
Middlewich " N.S. 6	*70 0 0	1835	4 4 3½	81 5 0	-	166 5 0	13 8 0	
" " " "	1,111 10 0	1855						
Middlewich " Wes. 10	-	-	-	15 0 0	-	-	-	
Mossley " N.S. 10	230 0 0	1845	3 12 0	40 10 0	-	-	8 8 0	
Mottram-in-Long- dendale " N.S.	20 13 0	1853	8 6 8	-	-	-	-	
Moulton " N.S.	38 0 0	1843	0 13 1	-	-	-	-	
Nantwich " N.S. 6	*240 0 0	1838	19 5 0	165 10 10	-	705 5 10	19 10 0	
" " " "	53 0 0	1850						
" " " "	119 15 6	1855						
Nantwich " Wes. 10	500 0 0	1857	6 12 2½	79 12 6	-	609 3 4	44 7 0	
Newton-in-Mottram N.S. 9	500 0 0	1843	1 11 2	28 15 0	-	29 0 0	15 6 0	
" " " "	36 0 0	1847						
Neston " N.S. 7	-	-	2 13 4½	-	-	-	3 12 0	
Norbury " N.S. 11	20 0 0	1845	2 18 0½	-	-	-	8 10 0	
" " " "	61 0 0	1853						
" " " "	44 0 0	1855						
Northenden " N.S.	40 0 0	1841						
Northwich, Arley Green " N.S. 7	-	-	-	9 0 0	-	-	-	
Northwich " Wes. 10	-	-	6 12 11	69 15 0	-	269 10 0	64 8 0	
Over " N.S. 7	-	-	1 2 3½	21 5 0	-	-	3 6 0	
Over Lane " Wes. 10	-	-	4 15 6½	66 5 0	-	113 0 0	38 19 0	
Oxton " N.S. 7	517 6 8	1853	13 10 10½	113 15 0	87 10 0	189 5 0	44 11 0	
" " " "	25 0 0	1855						
Poynton " N.S. 10	-	-	16 0 7½	141 7 6	187 10 0	847 10 10	100 10 0	
Rainow " N.S.	130 0 0	1843	1 10 8½	-	-	-	-	
" " " "	20 0 0	1843						
Rostherne " N.S. 11	-	-	-	32 15 0	-	-	15 0 0	
Rudheath " N.S. 11	-	-	2 19 7½	11 5 0	-	-	2 5 0	
Runcorn " N.S. 12	-	-	5 2 3½	28 15 0	-	147 0 0	14 8 0	
Runcorn, Holy Trinity N.S. 12	308 0 0	1848	10 3 4½	114 16 8	-	483 8 4	11 4 0	
" " " "	59 0 0	1856						
Runcorn " Wes. 10	496 0 0	1849	18 13 0½	43 15 0	-	526 10 0	29 0 0	
" " " "	23 10 0	1857						
Saltney-cum-Lache N.S. 7	22 0 0	1854	7 1 4½	53 12 6	-	63 0 0	31 8 0	
" " " "	40 0 0	1855						
" " " "	129 0 0	1856						
Sandbach " N.S. 6	250 0 0	1842	19 1 8	167 5 0	20 0 0	1,946 3 4	95 7 0	
" " " "	20 0 0	1845						
" " " "	40 0 0	1848						
" " " "	180 10 0	1850						
" " " "	125 13 4	1856						
Seacombe " Wes. 12	735 0 0	1856	11 16 8½	37 18 4	-	15 0 0	20 6 0	
Shadow Moss " N.S.	*30 0 0	1840	-	-	-	-	-	
Sharstene " N.S. 11	-	-	-	-	-	-	3 19 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificat- ed Teachers, and for Retiring Pensions.	Grants on account of Assistant Teacher- s.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grant to Refor- mator and Indus- trial School
	Amount.	Date of Payment.						
CORNWALL—cont.								
Baldin - - - N.S.	7	120 0 0	1848	1 0 0	55 0 0	-	310 5 0	47 18 0
Blazey, St. - - N.S.	-	200 0 0	1845	-	-	-	-	-
" - - - "	-	12 0 0	1849	-	-	-	-	-
" - - - "	-	135 19 3	1857	-	-	-	-	-
Bodmin - - - N.S.	7	-	-	-	30 10 0	-	-	9 12 0
Bodmin - - - Wes.	6	-	-	3 19 9	126 10 0	-	286 18 4	-
Boscastle - - N.S.	7	50 0 0	1844	1 11 9	-	-	-	9 15 0
Bottoms, St. Levan - Wes.	6	223 0 0	1850	5 2 4	6 5 0	-	123 15 0	14 3 6
Breage, St. - - N.S.	8	*125 0 0	1840	5 0 7	108 11 8	-	179 10 0	53 13 0
" - - - "	-	30 0 0	1845	-	-	-	-	-
" - - - "	-	20 0 0	1850	-	-	-	-	-
Breward, St. - - N.S.	7	-	-	1 3 4	64 10 0	-	-	3 0 0
Buryan, St. - - N.S.	8	34 17 2	1850	6 0 11	78 10 0	-	133 5 0	5 7 0
" - - - "	-	6 13 6	1853	-	-	-	-	-
Callington - - N.S.	5	120 0 0	1842	-	-	-	-	9 0 0
Calstock - - - N.S.	4	-	-	6 6 4	46 15 0	-	53 0 0	10 13 0
Camborne - - - N.S.	7	225 0 0	1845	2 4 6	60 0 0	-	217 5 0	32 18 0
" - - - "	-	20 0 0	1848	-	-	-	-	-
" - - - "	-	61 17 0	1856	-	-	-	-	-
Camborne - - - B.S.	6	*150 0 0	1835	8 9 10	12 1 8	-	378 15 0	27 10 0
" - - - "	-	78 13 4	1856	-	-	-	-	-
Camelford - - - N.S.	7	200 0 0	1854	2 16 0	19 3 4	-	23 6 8	15 1 0
Cardynham - - N.S.	-	*50 0 0	1839	-	-	-	-	-
Carn Thomas, St. Mary's - - - N.S.	7	-	-	-	37 10 0	-	200 10 0	21 10 0
Chacewater - - N.S.	7	180 0 0	1848	5 17 5	55 0 0	-	278 18 4	50 6 0
" - - - "	-	20 0 0	1855	-	-	-	-	-
Constantine - - B.S.	6	*70 0 0	1838	9 6 9	40 16 8	25 0 0	632 14 2	74 2 0
" - - - "	-	38 13 4	1855	-	-	-	-	-
" - - - "	-	8 5 0	1855	-	-	-	-	-
Creed, Boys - - Par.	-	160 10 0	1854	-	-	-	-	-
Crown - - - N.S.	7	112 0 0	1845	2 18 9	51 13 4	-	413 13 4	17 15 0
Cubert - - - Ch. of E.	-	-	-	1 5 0	-	-	-	-
Cusgarne - - - N.S.	-	60 0 0	1844	-	-	-	-	-
Devoran - - - N.S.	7	65 0 0	1847	-	-	-	15 0 0	23 13 0
Devoyock - - - N.S.	12	80 0 0	1845	2 7 5	-	-	20 8 4	-
" - - - "	-	4 8 6	1848	-	-	-	-	-
" - - - "	-	34 0 0	1850	-	-	-	-	-
Dominick, St. - - N.S.	6	-	-	-	-	-	-	1 4 0
Erth, St. - - - Par.	7	80 0 0	1841	4 4 3	139 10 0	-	425 8 4	18 18 0
" - - - "	-	4 10 0	1848	-	-	-	-	-
" - - - "	-	20 0 0	1850	-	-	-	-	-
" - - - "	-	10 5 0	1855	-	-	-	-	-
Ervan, St. - - - N.S.	-	200 0 0	1856	2 16 8	-	-	-	-
Ewe, St. - - - N.S.	8	-	-	2 1 6	149 0 0	-	369 10 0	53 12 0
Falmouth - - - B.S.	6	-	-	10 10 3	130 12 6	26 13 4	1,114 18 4	15 0 0
Foock, St. - - - N.S.	7	65 0 0	1847	2 0 11	7 10 0	-	-	25 9 0
Gwennap, Church Town - - - N.S.	8	*42 0 0	1840	6 14 7	59 3 4	-	84 0 0	12 18 0
" - - - "	-	14 1 4	1851	-	-	-	-	-
" - - - "	-	11 11 0	1857	-	-	-	-	-
Hayle, Foundry S. - -	6	-	-	3 6 8	7 10 0	-	6 5 0	18 0 0
Helstone - - - Wes.	6	-	-	1 3 1	191 6 8	-	151 5 0	8 19 0
Hessenford, St. Ann's - N.S.	7	2 6 0	1848	2 4 11	-	-	336 10 0	9 16 0
" - - - "	-	7 17 8	1850	-	-	-	-	-
Illogan - - - N.S.	8	81 0 0	1846	6 11 6	195 5 10	52 10 0	466 15 5	62 10 0
Ive, St. - - - N.S.	6	45 10 0	1843	-	-	-	-	7 9 0
" - - - "	-	20 0 0	1844	-	-	-	-	-
Ives, St. - - - N.S.	6	300 0 0	1847	2 5 11	-	-	-	-
Ives, St. - - - Wes.	6	-	-	11 19 9	193 8 4	28 6 8	578 13 4	41 8 0
Just, St. - - - Wes.	6	155 0 0	1849	4 18 4	7 10 0	-	51 11 8	-
Just, St. - - - N.S.	8	193 0 0	1848	3 4 0	55 2 6	-	200 1 8	2 6 0
Kenwyn, St. George's - N.S.	8	-	-	-	39 0 0	-	86 10 0	-
Kilkhampton - - N.S.	-	-	-	1 8 10	-	-	-	-
Landulph - - - Par.	-	-	-	2 14 2	-	-	-	-
Launcells - - - N.S.	-	60 0 0	1844	1 1 1	-	-	-	-
Launceston and St. Thomas' - - - N.S.	5	*200 0 0	1840	1 16 0	20 0 0	-	570 0 0	9 13 0
" - - - "	-	10 0 0	1840	-	-	-	-	-
Launceston - - - B.S.	-	*100 0 0	1837	-	-	-	-	-

* Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
CORNWALL—cont.								
Wenick - N.S.	£ 120 0 0	1846	£ 1 16 3½	£ 6 5 0	-	£ 21 5 0	£ 19 14 0	
Wrenchard - N.S.	66 0 10	1842	2 14 1	-	-	-	-	
Wren - N.S.	70 0 0	1848	0 14 8	-	-	-	-	
Wren - B.S.	125 0 0	1835	9 0 0½	130 0 0	-	580 13 4	21 5 0	
Wren - "	3 5 4	1840	-	-	-	-	-	
Wren - "	54 0 0	1856	-	-	-	-	-	
Wren, Infant - B.S.	6	-	-	4 3 4	-	285 15 10	-	
Wren - N.S.	*90 0 0	1836	-	-	-	-	-	
Wren, St. - N.S.	110 0 0	1847	-	-	-	-	-	
Wren (Sir S. Cole's) - 7	-	-	1 10 0½	50 6 8	-	77 3 4	10 10 0	
Wren - N.S.	-	-	-	39 11 8	-	67 10 0	41 0 0	
Wren - N.S.	50 0 0	1846	-	-	-	-	24 5 0	
Wren - N.S.	70 0 0	1845	-	-	-	-	-	
Wren - N.S.	245 0 0	1848	10 14 0½	25 0 0	-	504 6 8	48 18 0	
Wren - Wes.	19 13 4	1851	-	-	-	-	-	
Wren - "	7 16 8	1853	-	-	-	-	-	
Wren - "	15 0 0	1856	-	-	-	-	-	
Wren Bridge - N.S.	8	-	11 16 3½	63 15 0	-	640 1 8	51 0 0	
Wren - N.S.	1	-	-	25 0 0	-	-	-	
Wren - N.S.	8	-	7 13 10½	7 3 4	-	10 0 0	3 2 0	
Wren - Ch. of E.	7	-	-	24 15 0	-	-	2 13 0	
Wren - N.S.	*150 0 0	1838	3 18 3½	-	-	294 10 0	-	
Wren - Wes.	144 0 0	1850	12 11 11½	48 5 0	-	397 18 4	15 10 0	
Wren - "	83 0 0	1856	-	-	-	-	-	
Wren - N.S.	6	-	2 1 8	5 0 0	-	-	-	
Wren - N.S.	*540 0 0	1835	-	-	-	-	-	
Wren - Wes.	6	-	9 10 4	114 2 6	-	714 13 4	26 8 0	
Wren - N.S.	90 0 0	1844	2 3 1	-	-	-	-	
Wren - N.S.	1	-	-	-	-	-	3 8 0	
Wren - N.S.	8	-	1 12 6½	-	-	65 0 0	-	
Wren - N.S.	5 14 0	1840	-	-	-	17 10 0	-	
Wren - N.S.	81 0 0	1846	-	-	-	-	-	
Wren - N.S.	*32 0 0	1840	0 16 5½	-	-	-	-	
Wren - N.S.	8	-	8 7 6½	70 2 6	-	368 0 0	43 5 0	
Wren - N.S.	91 10 0	1842	-	-	-	-	-	
Wren - N.S.	140 0 0	1844	1 5 4	-	-	-	-	
Wren - N.S.	50 0 0	1845	-	-	-	-	-	
Wren, St. Mary's - N.S.	7	-	-	-	-	167 15 0	14 4 0	
Wren, St. Mary's - N.S.	7	-	4 8 9½	56 5 0	-	270 10 0	52 2 0	
Wren - "	15 0 0	1854	-	-	-	-	-	
Wren - "	9 0 0	1855	-	-	-	-	-	
Wren - N.S.	6	-	4 4 8	34 8 4	-	210 11 8	29 16 0	
Wren - N.S.	1	-	1 13 4½	-	-	-	3 16 0	
Wren - N.S.	143 3 10	1855	1 0 7	-	-	-	-	
Wren (Sally) - N.S.	7	-	-	55 10 0	-	299 17 6	18 4 0	
Wren - N.S.	8	-	2 0 9½	177 0 0	35 8 4	544 0 0	71 15 0	
Wren - N.S.	8	-	7 7 2½	97 6 8	-	443 6 8	31 9 0	
Wren - "	42 0 0	1857	-	-	-	-	-	
Wren, Fairmount - N.S.	8	-	7 13 10½	236 14 2	-	1,171 10 0	39 10 0	
Wren, Fairmount - N.S.	8	-	4 18 11	-	-	340 6 8	22 16 0	
Wren, Fairmount - B.S.	6	-	20 10 8	154 13 4	-	1,704 3 4	41 13 0	
Wren, Fairmount - N.S.	8	-	4 11 11½	-	-	142 6 8	42 10 0	
Wren, Fairmount - N.S.	8	-	2 7 10	121 13 4	-	52 10 0	37 10 0	
Wren, Fairmount - N.S.	30 0 0	1849	-	-	-	-	-	
Wren - Wes.	6	-	7 10 11	6 5 0	-	44 12 6	43 19 0	
Wren - N.S.	*30 0 0	1837	-	-	-	-	-	
Wren - N.S.	*90 0 0	1837	-	-	-	-	-	
Wren - N.S.	160 0 0	1837	1 13 4½	-	-	-	-	
Wren - N.S.	69 0 0	1841	-	-	-	-	-	
CUMBERLAND.								
Wren - B.S.	100 0 0	1841	-	-	-	-	-	
Wren - Ch.S.	190 0 0	1855	2 14 2½	-	-	-	-	
Wren - "	33 17 0	1856	-	-	-	-	-	

α Retiring pension.

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	Amount.	Date of Payment.						
CUMBERLAND—cont.								
Alston - - - N.S. 10	75 0 0	1844	4 9 7	40 3 4	-	287 13 4	15 5 0	
" - - - "	70 0 0	1845						
" - - - "	22 7 6	1852						
" - - - "	25 0 0	1854						
" - - - "	7 10 0	1854						
Aspatria - - - N.S. 10	15 0 0	1854	4 2 9½	75 0 0	-	149 10 0	47 17 0	
Blencogo - - - Ch. of E. 2	-	-	2 0 7	4 10 0	-			
Bolton - - - N.S.	264 0 0	1854	2 7 4		-			
Bothel - - - N.S.	-	-	3 4 0		-			
Brampton - - - N.S. 10	647 0 0	1857	3 5 3	142 2 6	-	259 0 0	25 12 0	
Brampton Eng. Pres. 6	-	-	-	-	-	-	1 17 0	
Brigham - - - N.S. 10	-	-	2 6 1½	41 5 0	-	214 17 6	23 18 0	20 14
Braithwaite - - - N.S.	-	-	1 6 8½		-			
Broughton, Great - - - N.S.	112 10 0	1847	2 1 4½		-		6 14 0	
Cargo - - - Ch. S. 12	116 0 0	1856	1 14 2½	13 15 0	-	-	6 14 0	
Carlisle - - - B.S. 6	*300 0 0	1833	8 0 11½	180 15 0	30 0 0	686 13 4	15 0 0	
" - - - "	54 0 0	1855						
Carlisle, Central - - - N.S. 10	-	-	16 6 6½	148 1 8	-	530 10 0	23 17 0	
Carlisle, Ch. Ch. - - - N.S. 10	185 0 0	1842	11 15 4½	92 10 0	25 0 0	628 0 0	30 3 0	
" - - - "	100 0 0	1847						
" - - - "	60 0 0	1853						
Carlisle, Holy Trinity - - - N.S. 10	145 10 0	1843	5 0 0	51 3 4	-	643 3 6	7 4 0	
" - - - "	25 0 0	1845						
" - - - "	26 0 0	1852						
Carlisle, St. Patrick's E.C. 7	64 0 10	1855	7 9 10	63 15 0	-	173 2 6	35 2 0	
Carlisle, Shaddon Works - - - Ch. S. 10	-	-	6 10 10½	63 5 0	-	130 18 4	29 14 0	
Carlisle (The Fawcett) - - - N.S. 10	334 0 0	1851	16 9 11½	182 10 0	-	520 15 0	45 11 0	
" - - - "	18 6 4	1853						
Cleator - - - N.S. 10	-	-	-	20 12 6	-			
Cleator Mill - - - B.S. 5	-	-	4 5 8		-	65 10 0		
Cockermouth - - - N.S. 10	170 0 0	1845	14 10 3½	155 5 0	-	517 17 6	34 13 0	
" - - - "	81 15 0	1855						
" - - - "	38 3 0	1855						
Cotehill - - - Ch. S. 12	97 10 0	1855	1 8 8	11 5 0	-	-	0 17 0	
Crosby, Cross Canonby N.S.	-	-	2 6 8		-			
Crosby-on-Eden - - - N.S. 10	66 10 0	1845	1 19 4½	39 5 0	-	35 16 8	10 1 0	
" - - - "	50 0 0	1846						
" - - - "	22 13 4	1854						
Crosthwaite - - - N.S. 10	-	-	3 4 6	40 10 0	-	-	5 0 0	
Crosthwaite, Free Grammar School - - - 10	-	-	-	15 0 0	-	180 10 0		
Cumberland Ref. S. - - - 6	-	-	-	-	-	-	-	23 0
Cumrew - - - N.S.	50 0 0	1846	1 3 4		-			
" - - - "	7 0 0	1846						
Dalston - - - Ch. of E.	-	-	-	-	-	-	7 11 0	
Dacre - - - N.S.	*40 0 0	1836						
Dovenby - - - N.S.	100 0 0	1845						
Drumburgh - - - N.S.	*45 0 0	1836	2 7 8½					
Fingland - - - N.S.	*30 0 0	1838						
Flimby - - - N.S.	-	-	2 0 9					
Frizington - - - N.S.	*25 0 0	1839						
Garrigill Gate - - - B.S.	-	-	2 13 4					
Greystoke - - - N.S. 10	-	-	4 2 4	-	-	96 6 8		
Harrington - - - Ch. of E.	-	-	2 0 11	-	-	-		
Hensingham - - - N.S. 10	-	-	-	-	-	-	7 8 0	
Holme Cultram, Abbey Town - - - N.S.	-	-	1 6 8½					
Holme Cultram, Aldoth - - - N.S.	-	-	1 3 1½					
Holmehead - - - B.S. 5	-	-	-	57 10 0	-	250 18 4		
Hutton Mar - - - Ch. of E. 2	-	-	-	68 15 0	-	-		
Ireby, Grammar S. - - - N.S.	-	-	2 10 0					
Ive Gill - - - B.S.	30 0 0	1840						
Keawick, St. John's N.S. 10	-	-	-	8 5 0	-	176 13 4	27 5 0	
Kirkoswald - - - N.S.	298 7 0	1857	2 1 1½					
Laversdale - - - Ch. of E.	284 0 0	1857						
Leadgate-in-Alston N.S. 10	-	-	4 17 6	7 10 0	-	153 4 2	35 11 0	

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	Amount.	Date of Payment.						
CUMBERLAND—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Wray - N.S. 10	398 0 0	1848	2 5 0	48 15 0	-	76 0 0	12 12 0	-
Wray - " - " - "	20 0 0	1853	-	-	-	-	-	-
Wray - " - " - "	30 10 0	1855	-	-	-	-	-	-
Wray - B.S. 6	100 0 0	1848	9 12 4	156 0 0	-	332 13 4	20 0 0	-
Wray - " - " - "	15 0 0	1849	-	-	-	-	-	-
Wray - N.S. -	70 0 0	1845	-	-	-	-	-	-
Wray - N.S. -	50 0 0	1853	-	-	-	-	-	-
Wray, St. Luke's - N.S. -	80 0 0	1857	1 0 0	-	-	-	-	-
Wray - N.S. 10	-	-	-	-	-	-	-	-
Wray - B.S. 6	200 0 0	1848	3 6 8	12 10 0	-	119 15 0	10 0 0	-
Wray - " - " - "	38 0 0	1856	-	-	-	223 16 8	-	-
Wray - Wes. 6	234 15 0	1852	5 17 11	130 0 0	-	411 8 4	12 2 0	-
Wray - N.S. -	283 0 0	1858	4 11 8	-	-	-	-	-
Wray, Great - N.S. -	40 0 0	1847	1 14 0	-	-	-	-	-
Wray - N.S. -	*55 0 0	1839	-	-	-	-	-	-
Wray - N.S. 10	100 0 0	1844	15 12 6	140 11 8	-	999 5 0	97 3 0	-
Wray - " - " - "	55 0 0	1845	-	-	-	-	-	-
Wray - " - " - "	19 18 8	1846	-	-	-	-	-	-
Wray - " - " - "	25 0 0	1849	-	-	-	-	-	-
Wray - " - " - "	45 0 0	1849	-	-	-	-	-	-
Wray - " - " - "	13 6 8	1851	-	-	-	-	-	-
Wray - " - " - "	49 10 0	1853	-	-	-	-	-	-
Wray - " - " - "	18 0 0	1856	-	-	-	-	-	-
Wray, Reformatory -	-	-	2 0 0	-	-	-	-	-
Wray, Endowed - N.S. -	-	-	2 9 11	-	-	-	-	-
Wray, Grammar Sch. 2	54 0 0	1857	2 10 8	-	-	-	13 0 0	-
Wray - N.S. -	174 0 0	1854	-	-	-	-	-	-
Wray, Village Ch. S. 12	90 0 0	1855	3 15 2	13 15 0	-	2 18 0	-	-
Wray - P.U. 10	-	-	-	-	-	56 10 0	-	-
Wray, St. Mary's - R.C. 7	-	-	7 10 0	14 6 8	-	-	-	-
Wray, Holy - N.S. 10	*200 0 0	1837	8 13 2	217 10 0	-	718 9 2	64 0 0	-
Wray - " - " - "	75 0 0	1848	-	-	-	-	-	-
Wray - " - " - "	206 6 8	1852	-	-	-	-	-	-
Wray, St. Ni- - N.S. 11	213 0 0	1847	1 0 2	18 13 4	-	42 0 0	14 14 0	-
Wray - " - " - "	10 6 0	1857	-	-	-	-	-	-
Wray - N.S. 10	-	-	3 19 0	-	-	146 0 0	45 6 0	-
Wray - B.S. -	*210 0 0	1834	-	-	-	-	-	-
Wray, St. Cuth- - R.C. 8	-	-	2 10 0	40 16 8	23 6 8	-	17 8 0	-
Wray - N.S. 12	-	-	1 15 4	58 6 8	-	32 10 0	12 3 0	-
Wray - " - " - "	-	-	9 6 3	-	-	-	-	-
DERBYSHIRE.								
Derby - N.S. 9	350 0 0	1848	3 19 5	34 7 6	-	136 5 0	25 5 0	-
Derby - N.S. 9	-	-	-	3 6 8	-	-	1 3 0	-
Derby - N.S. 6	207 0 0	1856	6 0 0	31 3 4	-	20 0 0	24 16 0	-
Derby and Boul- - Ch. of E. 7	-	-	-	-	-	-	-	-
Derby - N.S. 7	-	-	-	-	-	-	2 18 0	-
Derby - N.S. -	54 0 0	1845	4 19 5	83 10 0	-	254 3 4	36 5 0	-
Derby - N.S. 9	137 5 0	1848	-	6 13 4	-	-	0 15 0	-
Derby - N.S. -	62 10 0	1842	1 1 3	-	-	-	-	-
Derby, Ch. Ch. - N.S. 7	-	-	2 13 11	15 0 0	-	90 16 8	-	-
Derby, St. Hacken- - N.S. 7	367 0 0	1855	-	10 0 0	-	-	4 17 0	-
Derby - N.S. 7	536 0 0	1849	9 9 7	140 0 0	-	513 10 0	33 3 0	-
Derby - P.U. 7	-	-	-	-	-	62 10 0	-	-
Derby - Wes. 11	-	-	5 11 8	181 13 4	-	344 16 8	8 9 10	-
Derby, Ch. of E. 8	-	-	-	22 10 0	-	-	6 3 0	-
Derby, St. Thomas' - N.S. -	150 0 0	1849	3 15 7	-	-	-	-	-
Derby - N.S. 9	40 0 0	1845	1 0 9	-	-	-	3 0 0	-
Derby - " - " - "	70 0 0	1848	-	-	-	-	-	-
Derby - Ch. of E. 6	-	-	-	4 3 4	-	-	6 5 0	-
Derby - N.S. 7	-	-	2 16 1	-	-	-	-	-
Derby - N.S. 9	90 0 0	1846	0 15 0	-	-	90 12 6	-	-
Derby - " - " - "	3 18 6	1847	-	-	-	7 10 0	-	-

a Scientific apparatus.

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teachers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grant to Reform- atory and Indus- trial School.
		Amount.	Date of Payment.						
DERBYSHIRE—cont.									
Brackenfield - N.S.		70 0 0	1845						
" - "		35 0 0	1847						
" - "		4 4 0	1847						
" - "		13 13 0	1855						
" - "		2 10 0	1857						
Brailsford - N.S.	7	-	-	1 1 1½	111 3 4	-	175 10 0	5 16 0	
Brampton, St. Tho- mas' - N.S.	7	-	-	1 11 3½	7 10 0	-	10 0 0	2 2 0	
Breaston - N.S.		144 0 0	1857						
Brimington - N.S.	10	75 0 0	1841	-	16 10 0				
" - "		3 0 0	1847						
Broughton (Church) N.S.		-	-	1 9 0					
Buxton, Endowed - N.S.	9	-	-	2 14 11½	-	-	32 10 0		
Buxton - Wes.		92 10 0	1851	2 3 4½					
Castleton - N.S.	8	-	-	-	60 5 0	-	15 0 0	24 10 0	
Chapel-en-le-Frith N.S.	7	*105 0 0	1840	3 16 2	61 5 0	-	323 13 4	13 10 0	
" - "		8 17 0	1847						
" - "		17 0 0	1853						
Charlesworth - N.S.	9	250 0 0	1851	3 8 7½	69 13 4	-	75 0 0	13 3 0	
Charlesworth - B.S.	4	-	-	-	33 15 0	-	187 10 0	43 11 0	
Chesterfield, Vic- toria - N.S.	7	160 0 0	1848	2 3 3	122 10 0	-	305 18 4	46 19 0	
" - "		30 0 0	1855						
Chesterfield, Old - N.S.		50 0 0	1847						
Chinley - B.S.		*40 0 0	1855						
Clay Cross, St. Bar- tholomew's - Par.	7	-	-	-	22 10 0	-	-	11 12 0	
Clifton - Ch. of E.	7	-	-	-	-	-	-	2 5 0	
Codnor and Leecoe N.S.	8	67 0 0	1842	3 13 9½	20 0 0	-	-	4 8 0	
" - "		52 0 0	1856						
Crich - N.S.	6	250 0 0	1848	2 0 8	22 10 0	-	-	2 1 0	
Derby - B.S.	11	450 0 0	1844	21 17 10½	138 3 4	-	1,181 0 0	54 2 0	
" - "		55 0 0	1856						
Derby, All Saints' - N.S.	8	*160 0 0	1837	12 5 5½	140 14 2	-	244 10 0	26 19 0	
" - "		10 14 6	1848						
" - "		311 0 0	1852						
" - "		9 0 0	1857						
Derby, Ch. Ch. - N.S.	9	250 0 0	1852	6 2 7½	75 12 6	-	274 18 4	30 7 0	
" - "		3 12 6	1857						
Derby, Curzon Street N.S.	8	355 0 0	1843	27 0 4	239 15 10	17 10 0	1,384 8 4	20 15 0	
" - "		40 0 0	1845						
" - "		12 0 0	1846						
" - "		2 10 0	1847						
" - "		20 0 0	1849						
" - "		13 6 8	1850						
" - "		7 0 0	1851						
" - "		8 19 0	1853						
Derby, Moocan Board -		-	-	12 4 11					
Derby, Holy Trinity N.S.	8	250 0 0	1841	27 7 10½	163 10 0	150 0 0	2,419 10 0	63 12 0	
" - "		306 0 0	1851						
" - "		70 0 0	1853						
Derby, King Street, Wes.	11	-	-	5 5 11	81 18 4	-	103 10 0	27 11 0	
Derby, Practising School	10	277 0 0	1855	-	46 5 0	-	46 10 0	8 5 0	
Derby, St. Alkmund's N.S.	8	211 0 0	1853	13 14 8½	93 19 2	-	297 5 0	15 16 0	
Derby, St. Joseph's R.C.	9	-	-	7 14 8	-	-	278 0 0		
Derby, St. Mary's - R.C.	7	-	-	6 3 4	82 11 8	-	94 3 4	42 10 0	
Derby, St. Michael's N.S.	8	-	-	3 9 3	37 11 8	-	68 6 8	8 0 0	
Derby, St. Paul's - N.S.	7	234 15 0	1852	2 10 0	58 3 4	-	42 18 4	51 0 0	
Derby, St. Peter's (Bag Lane), Infants N.S.	7	*85 0 0	1840	1 12 5½	-	-	118 10 0		
Derby, St. Peter's (Devonshire Street), Girls - N.S.	7	*125 0 0	1839	4 13 6½	30 0 0	-	59 8 4	15 0 0	
Derby, St. Peter's (Siddal's Lane), Infants - N.S.		*160 0 0 ^a	1834	2 13 5					
Derby, St. Peter's (Traffic Street), Boys - N.S.	7	124 0 0 ^b	1847	5 16 8	12 10 0	-	270 15 0	3 10 0	

^a For Siddal's Lane and Traffic Street schools.^b For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street schools.

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	Amount.	Date of Payment.						
DERBYSHIRE—cont.								
... N.S.	20 0 0	1846	1 14 1½					
... N.S.			16 10 0			146 0 10	16 17 0	
... and Wilne, Par.	386 0 0	1854	4 18 2	26 5 0			28 3 0	
... Endowed - N.S.	21 0 0	1855	2 15 8½	50 0 0		30 0 0	28 16 0	
... Little - N.S.	50 0 0	1843	7 5 7½	123 1 8		270 4 2	67 14 0	
... "	15 0 0	1849						
... "	20 0 0	1849						
... Long - N.S.			3 1 8					
... "			1 2 10					
... "			2 16 10	125 16 8		219 3 4		
... "			1 1 4½					
... B.S.	*225 0 0a	1836						
... (Duke of Nor-)								
... B.S.			10 4 9½	10 0 0	17 10 0	36 5 0	18 10 0	
... Evening S. B.S.						10 0 0		
... Wea. 11			7 14 8	60 0 0		45 13 4	43 1 0	
... N.S.				15 0 0			2 2 0	
... N.S.			2 10 0			102 10 0	3 0 0	
... Wea. 12			1 3 10	12 0 0				
... N.S.	*116 0 0	1839						
... N.S.	69 0 0	1846	1 1 2½				2 8 0	
... N.S.	68 0 0	1841	2 1 8½					
... N.S.	1 16 4	1846						
... N.S.	230 0 0	1848	4 17 2½	71 5 0		124 10 0	28 19 0	
... N.S.	40 8 0	1856						
... Endowed N.S.	24 13 4	1849	3 6 1½					
... "	10 7 0	1857						
... N.S.			1 17 8½				4 15 0	
... N.S.	4 3 0	1847	3 14 0½	110 4 2		388 9 2	54 12 0	
... B.S.	151 5 0	1851						
... N.S.	200 0 0	1846	6 10 10	13 15 0		232 10 0	41 11 0	
... N.S.	490 0 0	1852	8 0 0½	154 6 8		336 0 0	112 12 0	
... N.S.	53 0 0	1849						
... N.S.	40 0 0	1845						
... (Kirk) - N.S.	5 9 10	1847						
... Public School - 11							4 10 0	
... N.S.	70 0 0	1845						
... Par.				82 10 0		10 0 0	19 11 0	
... N.S.	205 0 0	1854					17 8 0	
... N.S.	*20 0 0	1837	5 12 8	138 0 0		423 10 0	29 13 0	
... "	60 0 0	1847						
... "	28 0 0	1851						
... N.S.	57 6 6	1855						
... N.S.			3 15 3½	91 0 0		158 16 8	35 14 0	
... Ch.S.			1 0 8½					
... N.S.	75 0 0	1846						
... (Stoney) N.S.				59 5 0			16 3 0	
... B.S.			28 0 9	81 5 0	85 0 0	827 10 0	83 12 0	
... N.S.			1 0 1				1 13 0	
... N.S.	17 1 9	1850	1 13 4					
... N.S.				20 0 0		26 13 4		
... N.S.	300 0 0	1846						
... Wea. 4			3 13 4½	48 15 0		2 10 0	20 2 0	
... (South) N.S.	*64 0 0	1839						
... Ch. of E.				14 3 4			4 5 0	
... Greenhill - N.S.	46 0 0	1844	0 12 0½					
... N.S.	200 0 0	1850	3 1 8			290 10 0	7 4 0	
... N.S.	11 0 0	1855						
... N.S.			5 3 4½	69 5 0		310 15 0		
... N.S.			1 13 4					
... N.S.							2 10 0	
... N.S.	345 0 0	1845	6 2 10½	97 10 0		104 3 4	18 0 0	
... N.S.	*80 0 0	1837	1 10 0½				7 5 0	
... Wea. 12			4 3 4			32 10 0		
... N.S.	800 0 0	1856	3 16 9½	178 0 0		296 0 0	13 10 0	
... N.S.	200 0 0	1857						
... N.S.				12 10 0		15 0 0	5 5 0	
... N.S.	80 0 0	1853		19 10 0		15 0 0	5 10 0	

School pulled down, and part of proceeds of sale of material, with interest, (1857.8s.1d.), repaid to Lords & Majesty's Treasury.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
DERBYSHIRE—cont.								
Shardlow - - - Par.	7			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Shirebrook - - - N.S.		83 5 0	1853	3 9 6½	103 5 0	-	236 12 6	42 9 0
Shirland - - - N.S.	8	133 10 0	1851	2 3 4	35 0 0	-	15 0 0	
Shirley - - - N.S.	10	62 0 0	1845	2 2 0½	41 5 0	-	86 17 6	22 3 4
" - - - "		8 14 8	1846					
" - - - "		26 6 8	1856					
Smalley - - - N.S.	9	35 0 0	1848	4 3 7½	163 11 8	-	276 1 8	5 18 0
" - - - "		153 0 0	1843					
Spink-Hill, Mount								
St. Mary's - - - R.C.	7	-	-	5 17 2½	66 5 0	-	82 10 0	50 19 0
Spondon - - - N.S.	8	183 0 0	1840	-	37 10 0	-	113 6 8	1 10 0
Stanton-by-Dale								
Abbey - - - N.S.	8	263 0 0	1854	1 17 7½	11 13 4	-	15 0 0	26 3 0
Stapenhill - - - N.S.	7			4 10 10½	44 8 4	-	32 10 0	11 7 0
Staveley - - - N.S.		200 0 0	1844					
Staveley Works School	7	-	-	-	10 8 4			
Sudbury (Lady Vernon's)								
Tansley - - - N.S.	8	-	-	-	176 3 4	-	359 16 8	
" - - - N.S.	9	60 0 0	1842	1 6 0½	19 0 0	-	15 0 0	37 16 0
" - - - "		1 2 4	1847					
" - - - "		60 0 0	1849					
Tibshelf - - - N.S.	7	-	-	1 16 11				
Tideswell - - - N.S.		255 0 0	1847					
" - - - "		50 0 0	1850					
Turnditch - - - N.S.		75 0 0	1847					
Whitfield - - - N.S.		300 0 0	1848	5 0 0				
Whittington, End. - Par.		144 0 0	1849	3 13 7½				
Wirksworth - - - N.S.	9	234 0 0	1852	5 2 8	25 0 0	-	29 0 0	27 4 0
Yeaveley - - - N.S.		26 10 0	1842					
" - - - "		32 0 0	1847					
DEVONSHIRE.								
Appledore - - - N.S.	6	130 0 0	1844	2 0 0½	15 0 0	-	417 1 8	17 12 0
" - - - "		2 0 0	1846					
" - - - "		6 6 8	1852					
Ashburton, Infants - N.S.		*38 0 0	1838	1 0 0				
Ashton - - - N.S.		*37 0 0	1839					
Avelon-Gifford - - - N.S.		-	-	5 16 8½				
Awiscombe - - - N.S.	4	*36 0 0	1840					3 10 0
Axminster - - - N.S.	4	158 0 0	1850	5 10 5½	82 5 0	-	537 0 0	87 8 0
Axmouthe - - - N.S.	4	8 11 4	1853	3 16 11½	73 15 0	-	77 10 0	24 11 0
" - - - "		10 10 0	1856					
Barnstaple - - - N.S.	5	*100 0 0	1835	-	39 8 4	-	261 3 4	6 4 0
Barnstaple, Blue Coat								
Boys, Endowed - - -	5	-	-	-	-	-	164 10 0	
Barnstaple, Holy Trinity - N.S.	6	345 0 0	1849	7 0 0	21 5 0	-	106 16 8	
Barnstaple - - - Wes.	11	-	-	10 5 0½	97 7 6	-	144 10 0	29 5 0
Beaworthy - - - N.S.		*25 0 0	1834					
Berryn Arbor - - - N.S.	5	198 0 0	1848	1 4 2	-	-	-	12 18 0
Bickleigh - - - N.S.		53 0 0	1842					
" - - - "		4 13 4	1853					
Bideford, Longbridge								
" - - - N.S.	5	125 0 0	1840	3 5 9½	83 6 8	-	585 3 4	16 0 0
Bideford - - - B.S.	12	*240 0 0	1837	13 10 4½	127 12 6	64 3 4	622 13 4	24 6 0
" - - - "		86 1 7	1856					
Blackauton - - - N.S.		*37 0 0	1836					
Bovey Tracey - - - N.S.	4	*87 0 0	1835	2 13 11	-	-	36 5 0	6 13 0
Bradinnich - - - N.S.		*99 0 0	1838					
" - - - "		25 0 0	1850					
" - - - "		27 18 0	1855					
Brampford Wood, Reformatory	3	-	-	-	14 6 8	-	-	-
Bratton Clovelly - N.S.		*65 0 0	1838	1 6 4				
Bratton Fleming - N.S.	6	65 0 0	1841	1 18 4	-	-	-	16 3 0
Brixham, Endowed Ch.S.	4	50 0 0	1854	4 10 0½	53 12 6	-	273 10 0	6 10 0
Brixham, Infant School -	4	-	-	-	-	-	59 6 8	12 0 0

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	Amount.	Date of Payment.						
DEVONSHIRE—cont.								
Barnham - - - R.S. 11	-	-	-	-	12 10 0	-	14 6 0	-
Bathclyst - - - N.S. 5	-	-	-	-	5 0 0	-	-	-
Bathfield - - - N.S.	189 0 0	1843	-	-	-	-	-	-
Bathfield - - - R.S.	170 0 0	1836	-	-	-	-	-	-
Bathfield, E. - - N.S.	123 0 0	1843	-	-	-	-	-	-
Bathfield, West - - N.S. 6	70 0 0	1846	-	-	-	-	6 19 0	-
" - - - "	20 0 0	1847	-	-	-	-	-	-
" - - - "	20 0 0	1854	-	-	-	-	-	-
Bathurst, St. - - N.S.	40 0 0	1837	-	-	-	-	-	-
Berrington, N. - - W.S.	332 0 0	1867	-	-	-	-	-	-
Berrington - - - N.S.	26 0 0	1844	-	-	-	-	-	-
Bideigh - - - N.S.	40 0 0	1842	-	-	-	-	-	-
Castle Hill - - - N.S. 6	-	-	-	36 5 0	-	60 0 0	29 19 0	-
Cleford - - - Par. 5	-	-	2 2 0	27 13 4	-	55 14 8	30 4 0	-
Devon, Bishop - - N.S.	25 0 0	1838	-	-	-	-	-	-
Devon, Ch. of E. - - N.S. 6	250 0 0	1857	3 4 10	-	-	100 0 0	7 12 0	-
Devon, Ch. of E. - - N.S.	50 0 0	1836	-	-	-	-	-	-
Devon, Ch. of E. - - N.S.	140 0 0	1835	-	-	-	-	-	-
Devon, Ch. of E. - - N.S. 4	21 0 0	1853	4 13 10	23 15 0	-	32 10 0	12 0 0	-
Devon, Ch. of E. - - N.S.	21 0 0	1836	-	-	-	-	-	-
Devon, Ch. of E. - - N.S.	60 0 0	1841	-	-	-	-	-	-
Devon, Ch. of E. - - N.S. 5	104 15 6	1854	4 12 11	20 0 0	-	121 5 0	24 12 0	-
Devon, Ch. of E. - - N.S. 4	100 0 0	1854	-	-	-	-	7 16 0	-
Devon, Ch. of E. - - N.S. 3	70 0 0	1840	-	-	-	-	5 17 0	-
Devonmouth, St. - - N.S. 11	-	-	-	-	-	-	14 2 0	-
Devonmouth - - - N.S. 3	-	-	-	-	-	281 16 8	57 5 0	-
Devon and Exeter, Central - - - N.S. 3	-	-	12 4 2	234 16 8	-	770 10 0	24 4 0	-
Devonport, Royal Naval and Military Free S. 12	653 0 0	1840	15 9 2	116 10 0	-	1619 13 4	68 10 0	-
" - - - "	250 0 0	1854	-	-	-	-	-	-
" - - - "	35 0 0	1857	-	-	-	-	-	-
Devonport, St. James' - N.S. 3	-	-	4 15 10	100 8 4	-	332 11 3	11 19 0	-
Devonport, St. Mary's - N.S. 4	-	-	5 0 0	46 0 0	-	119 5 0	7 4 0	-
Devonport, St. Stephen's - N.S. 4	-	-	3 2 10	134 17 6	-	413 0 0	26 3 0	-
Devonport, St. Stephen's - N.S. 4	75 0 0	1844	1 3 7	15 0 0	-	95 0 0	12 2 0	-
Devonport, St. Stephen's - N.S.	17 10 0	1847	-	-	-	-	-	-
Devonport, St. Stephen's - N.S.	50 0 0	1842	-	-	-	-	-	-
Devonport, St. Stephen's - N.S. 12	-	-	4 7 3	-	-	91 13 4	-	-
Devonport, St. Stephen's - N.S. 4	-	-	7 14 2	23 0 0	28 6 8	744 0 10	11 11 0	-
Devonport, St. Stephen's - N.S. 4	69 10 0	1841	1 8 0	-	-	-	29 0 0	-
Devonport, St. Stephen's - N.S.	75 0 0	1848	-	-	-	-	-	-
Devonport, St. Stephen's - N.S. 3	60 0 0	1840	-	-	-	-	-	-
Devonport, St. Stephen's - N.S.	150 0 0	1837	17 4 0	30 0 0	-	1023 12 6	24 10 0	-
Devonport, St. Stephen's - N.S. 3	-	-	-	-	-	-	-	-
Devonport, St. Stephen's - N.S. 12	300 0 0	1843	13 9 1	329 2 6	-	958 10 0	-	-
Devonport, St. Stephen's - N.S. 12	35 0 0	1854	13 16 10	197 13 4	33 1 8	807 4 7	25 15 0	-
Devonport, St. Stephen's - N.S. 3	200 0 0	1845	4 19 0	89 9 2	-	276 5 0	7 16 0	-
" - - - "	3 2 0	1847	-	-	-	-	-	-
" - - - "	13 16 0	1853	-	-	-	-	-	-
" - - - "	8 0 0	1854	-	-	-	-	-	-
Devonport, St. Stephen's - N.S. 4	467 0 0	1854	7 14 11	07 0 0	-	164 17 6	13 9 0	-
" - - - "	33 0 0	1856	-	-	-	-	-	-
Devonport, St. Thomas' - P.U. 12	-	-	-	-	-	141 13 4	-	-
Devonport, Workhouse Sch. 11	-	-	-	-	-	97 10 0	-	-
Devonmouth - - - N.S. 3	-	-	-	-	-	284 0 0	-	-
Devonport, Duke of Bedford's - - - N.S. 4	100 0 0	1845	2 19 10	18 15 0	-	287 10 0	65 16 0	-
" - - - "	9 18 0	1852	-	-	-	-	-	-
" - - - "	40 0 0	1854	-	-	-	-	-	-
" - - - "	156 0 0	1856	-	-	-	-	-	-
" - - - "	35 0 0	1855	-	-	-	-	-	-
Devonmouth, High - - N.S.	-	-	-	-	-	-	-	-

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Name and Denomination of School.	Grants for Building, Balmgements, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensioners.	Grants on account of Assist- ant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
DEVONSHIRE—cont.								
Plymouth, Ch. Ch. - N.S. 3	177 0 0	1850	1 0 0	11 13 4	-	104 11 8	8 5 0	
" " " " - B.S. 12	4 6 8	1857						
" " " " - B.S. 12	11 13 8	1846	4 8 1½	48 8 4	28 10 0	2,907 3 0	68 12 0	
" " " " - " " " "	95 15 0	1849						
" " " " - " " " "	300 0 0	1851						
" " " " - " " " "	80 13 4	1854						
" " " " - " " " "	14 0 0	1855						
Plymouth, Holy Tri- city - N.S. 4	270 0 0	1855	7 9 7½	63 7 6	-	217 1 8	18 11 0	
Plymouth, St. An- drew's Chapel - N.S. 4	-	-	4 3 9	32 13 0	-	160 3 4		
Plymouth, The Grey School - " 4	-	-	3 15 11½	66 0 0	-	36 5 0		
Plymouth, St. Mary's, Highway District - N.S. 4	-	-	2 17 0	54 3 4	-	389 12 4	56 1 0	
Plymouth - N.S. 4	55 12 0	1857	3 13 5	3 15 0	-	110 0 0	3 0 0	
Radon Chapel - N.S. 5	-	-	-	5 0 0	-	5 0 0		
Lee Ash - N.S. 1	65 0 0	1847						
Wcombe, near Kings- bridge - N.S. 11	150 0 0	1848	-	-	-	-	7 16 0	
Stamford Feverell - N.S. 1	100 0 0	1850	-	-	-	-		
Stodford - N.S. 3	-	-	-	54 0 0	-	187 1 8		
Stoborough - N.S. 1	30 0 0	1836						
Stonoth, All Saints - N.S. 1	161 0 0	1840	2 3 7½					
Sturton - N.S. 1	111 0 0	1848						
St. Gabriel - N.S. 1	50 0 0	1843						
" " " " - " " " " - " " " "	4 10 0	1853						
" " " " - " " " " - " " " "	17 0 0	1857						
St. Damarel - B.S. 12	90 0 0	1836	6 3 4½	56 15 0	-	309 16 8	38 1 0	
Sturham - N.S. 4	-	-	4 3 4½	16 5 0	-	16 5 0	6 4 0	
St. John's, East - N.S. 3	17 6 8	1852	10 3 9½	130 18 4	-	408 18 4	11 14 0	
" " " " - " " " " - " " " "	7 5 0	1846						
St. John's - B.C. 6	-	-	-	9 3 4	-	12 1 8	16 10 0	
St. John's - Wes. 12	-	-	-	48 0 0	-	197 5 0		
St. John's - N.S. 4	415 0 0	1847	16 3 2	161 15 0	-	843 14 2	19 15 0	
St. John's - B.S. 12	-	-	10 12 9½	149 5 0	-	763 3 4	45 7 0	
St. John's, Bishop's Horton, Bishop's Ch. of E. 5	66 10 0	1843						
Horton, King's - N.S. 4	188 0 0	1848	2 6 8½	-	-	37 14 2	39 10 0	
" " " " - " " " " - " " " "	3 12 6	1854				114 9 7	3 0 0	
Horton - N.S. 4	140 0 0	1843	1 19 10½	65 6 8	-	54 11 8	14 11 0	
Horton, St. John's - N.S. 1	50 0 0	1843						
Horton - N.S. 4	-	-	-	18 15 0	-	7 10 0	3 0 0	
Horton, B. G., & L. B.S. 12	-	-	22 11 0½	151 15 0	91 13 4	2,286 13 4	33 11 0	
Horton (Bampton Street), Infants - B.S. 12	-	-	5 0 0½	26 6 8	-	403 0 0	4 5 0	
Horton - Wes. 11	-	-	2 5 4½	87 0 0	-	52 10 0	47 13 0	
Mr. Yonge - N.S. 3	250 0 0	1847	7 14 9½	44 3 4	-	161 0 0		
" " " " - " " " " - " " " "	36 0 0	1847						
" " " " - " " " " - " " " "	15 6 5	1853						
" " " " - " " " " - " " " "	47 0 0	1854						
Herrington, Black - N.S. 1	40 0 0	1836						
Herrington, Great - B.S. 1	150 0 0	1835						
Herrington - N.S. 4	-	-	3 12 8	103 10 0	-	659 8 4	26 1 0	
Herrington - N.S. 4	-	-	-	2 10 0	-			
Herrington - N.S. 4	-	-	-	47 8 4	-	33 15 0		
Herrington - N.S. 1	125 0 0	1844						
Herrington - N.S. 1	1 16 0	1847						
Herrington, Boston Fields - N.S. 1	85 0 0	1856						
Herrington, Pyne - N.S. 3	-	-	1 19 6½	65 6 8	-	70 10 0	40 13 0	
Herrington - N.S. 1	47 10 0	1847						
Herrington - N.S. 1	95 0 0	1850	1 0 3					
Herrington - N.S. 1	70 0 0	1845						
Herrington - N.S. 1	64 0 0	1841						
Herrington - N.S. 1	95 0 0	1847	0 19 11½					
Herrington - N.S. 1	83 0 0	1847						
Herrington, Raw- leigh - N.S. 1	40 5 10	1848						

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
		Amount.	Date of Payment.						
DEVONSHIRE—cont.									
Wolborough and Highweek - N.S.	4	150 0 0	1844	7 6 3½	-	-	102 5 0	21 0 0	
" " " "		10 0 0	1850						
" " " "		9 17 4	1857						
Woodbury (Broadmead's), Endowed School -	12	-	-	2 2 11	30 1 8	-	141 18 4	39 1 0	
Yarncombe - N.S.		51 0 0	1848						
DORSETSHIRE.									
Allington - N.S.		*80 0 0	1839						
Alton Pancras - N.S.		75 0 0	1847	2 2 3½					
" " " "		25 0 0	1846						
Athelhampton - B.S.	5	-	-	1 12 9½	5 0 0	-	5 0 0	16 10 0	
Beaminster - N.S.	9	-	-	-	44 3 4	-	52 17 0	10 13 0	
Black Down - N.S.		60 0 0	1847						
" " " "		22 0 0	1847						
Blandford, Boys - N.S.	7	130 0 0	1847	8 12 7½	125 5 0	-	519 16 8	40 14 0	
" " " "		14 13 4	1852						
Blandford, Girls - N.S.	7	150 0 0	1841	3 6 7½	54 0 0	-	210 16 8	30 13 2	
Blandford - B.S.		-	-	-	-	-	-	-	
Bradford Peverell, Ch. S.	7	-	-	-	27 10 0	-	27 5 10	8 0 0	
Bridport (B. G. & I.), General School -	10	261 0 0	1850	12 0 10½	123 15 0	-	871 10 0	94 16 0	
" " " "		18 0 0	1853						
" " " "		500 0 0	1855						
Bredy, (Long) and Kimpton Russell - N.S.	7	157 0 0	1856	2 0 0	16 5 0	-	-	13 7 0	
Broadmayne - N.S.		48 0 0	1846						
Broadwindsor - N.S.	2	150 0 0	1844	2 2 11	46 5 0	-	222 5 0	15 13 0	
Burton, East - N.S.		38 0 0	1848						
Cann, St. Rumbolt's - N.S.		70 0 0	1846						
" " " "		1 2 6	1846						
Cattistock - N.S.	7	45 0 0	1844	-	26 13 4	-	-	3 7 0	
Chardstock, Indust. - N.S.	3	*100 0 0	1839	-	-	-	-	-	
" " " "		150 0 0	1850						
Chideock - N.S.		117 0 0	1849	1 6 8					
Compton, Nether and Over - N.S.	2	114 0 0	1849	1 11 4	20 16 8	-	75 0 0	13 5 0	
" " " "		7 13 4	1853						
Corfe Castle - N.S.	7	-	-	5 4 10½	58 15 0	-	221 10 0	66 7 6	
Corfe Castle - B.S.	5	*295 0 0	1834	4 12 1	-	-	359 14 2	42 2 0	
Corscombe - N.S.	3	5 5 7	1850	-	10 0 0	-	73 3 4	-	
Critchill More - Ch. of E.	7	-	-	-	16 0 0	-	-	-	
Dorchester, B. & G. - N.S.	10	*80 0 0	1835	13 8 10½	88 7 6	-	608 0 0	47 12 0	
Enmore Green - N.S.	12	-	-	1 4 9	43 1 8	-	175 13 6	-	
Farnham - N.S.		*35 0 0	1837						
" " " "		20 0 0	1849						
Fordington, West - Par.	9	-	-	-	8 13 4	-	-	4 10 0	
Gillingham - N.S.	11	-	-	4 1 5	113 10 0	-	160 0 0	10 17 0	
Godmanstone - N.S.		75 0 0	1850						
Halstock - N.S.	1	*47 0 0	1839	2 4 6½	-	-	-	4 6 0	
" " " "		30 0 0	1845						
" " " "		0 18 0	1846						
Handley - N.S.	5	-	-	1 0 11½	13 6 8	-	-	-	
Hawkchurch - N.S.		10 0 0	1845						
Herston, Inf. - Ch. of E.	7	112 0 6	1856	-	-	-	-	9 7 0	
Hinton Martell, Ch. of E.	9	-	-	-	-	-	-	19 1 0	
Hinton, St. Mary's - N.S.		70 0 0	1844						
Hinton (Tarrant) - N.S.	7	-	-	1 19 2½	10 0 0	-	15 0 0	12 0 0	
Holt - N.S.	9	200 0 0	1844	2 4 0	-	-	-	8 6 0	
Ibberton - N.S.		*25 0 0	1835						
Iwerne Minster - N.S.		*60 0 0	1839						
Kingston - N.S.	7	*40 0 0	1836	6 17 0½	77 10 0	-	129 11 8	38 8 0	
Kington Magna - N.S.	11	150 0 0	1855	1 3 0½	-	-	-	19 12 10	
Langton Matravers - N.S.	7	70 0 0	1845	2 6 8	15 0 0	-	48 6 8	39 14 8	
" " " "		6 13 4	1855						
Longfleet - N.S.	7	-	-	1 13 4	20 0 0	-	-	11 13 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Furniture.		Grants for Appa- ratus, Books, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on account of As- sistant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
DOMESTIC—cont.								
Lyne Regis - N.S. 4	15 0 0	1855	3 18 8	76 5 0	-	159 7 6	32 1 0	
Lyne Regis - B.S. 7	150 0 0	1837	1 15 0	-	-	295 0 0		
" - " -	15 16 0	1832						
" - " -	7 0 0	1854						
Lythet Minster - N.S. 1	43 0 0	1839						
" - " -	3 12 0	1846						
Malen Newton and Penne Vauchurch - N.S. 7	66 0 0	1842	4 1 11	83 6 8	-	163 10 0	44 4 9	
Mashwood - N.S. 2	51 0 0	1843	1 2 9	-	-	31 9 2	9 9 0	
" - " -	6 0 0	1845						
Meptham - N.S. 1	105 0 0	1850						
Milton Abbas - N.S. 1	-	-	-	13 0 0	-			
Minton Wyld Ch. of E. 3	-	-	-	13 6 8	-	-	10 18 0	
Moorcombe Lake - N.S. 1	81 0 0	1847		25 10 0	-	-	3 5 0	
Moorbury - N.S. 10	-	-	1 10 0	-	-	-	8 8 0	
Moor Child - N.S. 9	80 0 0	1847	1 13 4	38 10 0	-	187 11 0	11 15 0	
Moorington - N.S. 9	45 0 0	1837						
" - " -	12 10 0	1853						
Mullethreathide - N.S. 7	-	-	1 9 10	26 5 0	-	51 5 0	2 12 0	
Murperne - N.S. 7	-	-	2 10 0	-	-	-	13 13 0	
Muse - N.S. 7	150 0 0	1835	6 6 11	36 13 4	-	10 0 0	10 5 0	
" - " -	46 0 0	1837						
Norland, St. John's N.S. 10	40 0 0	1843	8 6 8	7 10 0	-			
Norland, Convict Prison School - 6	-	-	7 17 4	50 16 8	-	63 3 4	19 11 0	
Norland, St. George's R.S. -	-	-	5 5 10					
Norland - Wes. -	-	-	3 0 0	-	-	75 0 0	14 18 0	
Norstock - N.S. 10	-	-	1 4 2	-	-	73 6 8		
Norton - N.S. 9	-	-	1 4 2	53 11 8	-	169 11 8	5 14 0	
Norwinton - N.S. 7	105 0 0	1846	0 9 5	19 13 4	-			
Norwinton Holy Trinity - N.S. 11	100 0 0	1840						
" - " -	103 0 0	1848	7 19 1	140 10 0	-	531 16 10	6 16 0	
" - " -	13 10 0	1856						
Norwinton (Horse- castles Lane) - N.S. 2	1,193 0 0	1857	18 2 11	31 5 0	-	441 18 4	67 17 0	
" - " -	15 5 0	1857						
Norwinton New- lands - N.S. 2	-	-	1 11 4	27 1 8	-	145 18 4	20 7 0	
Norwinton Literary Institution, Evong. S. -	-	-	3 3 7					
Norwinton Long Street, Boys - B.S. 10	-	-	5 0 10	18 15 0	-	152 0 0	16 6 0	
Norwinton - N.S. 11	-	-	1 16 10	43 6 8	-	187 0 0	24 13 0	
Norwinton and Bock- hampton - N.S. 9	85 0 0	1840	1 2 0	-	-	-	7 9 0	
Norwinton - N.S. 1	50 0 0	1841	1 10 0	-	-	-		
Norwinton, West - N.S. 11	-	-	1 11 1	46 13 4	-	160 0 0	6 10 0	
Norwinton Provost and Lodges - N.S. 13	125 0 0	1850	2 8 1	-	-	52 10 0	13 13 0	
" - " -	16 6 8	1855						
Norwinton, New- ton - N.S. 1	500 0 0	1856						
Norwinton-Waldron - N.S. 11	-	-	2 9 10	110 7 6	-	190 5 0	0 6 0	
Norwinton - N.S. 7	-	-	1 10 1	11 5 0	-	30 12 6	23 8 0	
Norwinton Royal Ch. of E. terwood - N.S. 7	105 0 0	1847	1 6 6	16 13 4	-	223 4 2		
" - " -	2 13 6	1853						
Norwinton - N.S. 7	-	-	13 10 11	140 0 0	-	745 18 4	81 9 8	
Norwinton - B.S. 5	-	-	2 15 10	31 10 0	-	32 10 0	24 8 0	
Norwinton and Pur- beck - P.U. 11	-	-	-	-	-	9 3 4		
Norwinton - B.S. 6	-	-	1 11 2	-	-	193 0 0	11 2 0	
Norwinton Holy Trinity - N.S. 9	330 0 0	1854	10 3 11	101 18 4	-	323 18 4	47 16 0	
Norwinton and McLombe Bees Ch. S. 9	80 0 0	1854	11 4 8	69 5 0	-	328 0 0	40 5 0	

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		Amount.	Date of Payment.						
DORSETSHIRE—cont.									
Whitchurch Canoniconum - N.S.	1	100 0 0	1841	-	24 0 0	-	253 16 8	11 12 0	
		31 12 6	1840						
Wimborne Minster - N.S.	7	200 0 0	1843	13 10 7½	177 0 0	-	853 6 8	79 10 10	
Winterbourne Whitchurch - N.S.	9	*30 0 0	1835	1 0 0	-	-	-	10 19 0	
Wool - N.S.		-	-	1 18 8	-	-	-	-	
Wyke Regis - Ch. of E.	10	-	-	-	21 5 0	-	-	4 16 0	
DURHAM.									
Auckland, Bishop, St. Ann's - N.S.	5	200 0 0	1856	3 11 9½	21 13 4	-	100 6 8	5 5 0	
Auckland, Bishop (Bishop Barrington's School) -	5	-	-	5 9 5½	-	-	92 16 8	16 0 0	
Auckland, Bishop, St. Helen's - B.S.	6	-	-	-	-	-	-	19 13 0	
Auckland, West - N.S.		110 0 0	1852	-	-	-	-	-	
Barlow - Ch. of E.	5	-	-	-	-	-	-	16 16 0	
Barnard Castle - N.S.	3	90 0 0	1840	10 1 7½	115 0 0	-	894 11 8	37 1 0	
" - " -		50 0 0	1840						
" - " -		25 0 0	1854						
Barnard Castle, Victoria, Infants - B.S.	5	*100 0 0	1833	2 17 8	-	-	9 13 4	-	
Barnard Castle - Wes.	5	-	-	6 11 4½	86 5 0	-	220 10 0	51 2 0	
Belmont - Ch. S.	3	24 0 0	1853	10 1 5	47 10 0	-	70 10 0	31 18 0	
Billingham - Ch. S.		103 0 0	1853	2 0 0	-	-	-	-	
Birtley - R.C.		-	-	1 16 0	-	-	-	-	
Byers Green - N.S.	4	50 0 0	1841	2 0 2	56 5 0	-	183 11 8	48 6 0	
" - " -		329 0 0	1835						
Castle Eden, Colliery - N.S.		163 10 0	1844						
" - " -		50 0 0	1847						
Castle Eden, (Mrs. Burdon's) - N.S.	4	-	-	-	20 6 8	-	71 13 4	6 0 0	
Chester-le-Street - N.S.	3	120 0 0	1842	9 0 9½	36 13 4	-	196 6 8	41 5 0	
		73 10 0	1856						
Colliery " - N.S.	4	75 0 0	1846	4 4 9½	58 10 0	-	22 5 0	18 15 0	
" - " -		23 0 0	1855						
Coundon - N.S.	5	100 0 0	1842	3 10 0½	35 0 0	-	9 13 4	9 11 0	
" - " -		33 0 0	1857						
Crook, Pease's West, B.S.	6	-	-	10 15 0	-	-	61 18 4	15 16 0	
Darlington - Wes.	5	-	-	2 18 4½	37 13 4	-	239 15 0	-	
Darlington, Black-boy Colliery, Ch. S.	5	-	-	5 3 8½	85 0 0	-	301 13 4	45 13 0	
Darlington (Bridge Street) - B.S.	6	100 0 0	1841	11 9 10	76 13 4	-	678 10 0	12 10 0	
" - " -		40 0 0	1854						
Darlington (Feet-ham's) - B.S.	5	-	-	1 16 10	30 0 0	-	123 0 0	-	
Darlington, Holy Trinity - N.S.	3	230 0 0	1846	14 11 7	208 6 8	-	845 1 8	25 5 0	
" - " -		132 10 0	1851						
" - " -		20 0 0	1854						
" - " -		4 4 0	1855						
" - " -		15 0 0	1857						
Darlington (Kendrew Street) - B.S.	5	-	-	7 11 0½	20 13 4	-	207 5 0	-	
Darlington, St. Augustine's - R.C.	7	-	-	5 19 9	127 17 6	-	200 11 8	12 9 0	
Darlington (Skinnergate Street) - B.S.	6	-	-	2 1 9½	103 15 0	-	504 3 4	-	
Deptonford, St. Andrew's - N.S.	6	160 0 0	1843	5 18 5½	79 5 10	-	89 0 0	15 17 0	
" - " -		30 0 0	1849						
" - " -		17 13 4	1857						

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	Amount.	Date of Payment.						
DURHAM—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Barnham - Wes.	7	- - -	5 1 0½	27 0 0	- - -	15 0 0	17 10 0	- - -
Barnham, Blue Coat N.S.	3	- - -	14 2 8½	211 2 6	- - -	918 8 4	20 10 0	1 12 0
Barnham, St. Cuthbert's - E.C.	7	- - -	5 12 9	145 10 0	- - -	392 13 4	22 16 0	- - -
Barnham, St. Oswald's - N.S.	3	220 0 0	1 18 5½	107 3 4	- - -	404 3 4	17 5 0	- - -
" " " "		185 15 0						
" " " "		25 0 0						
Begescliffe - N.S.	4	*40 0 0	8 5 5	94 10 0	31 5 0	177 2 6	24 2 0	- - -
" " " "		52 0 0						
" " " "		9 10 0						
Bighton Banks - N.S.	4	- - -	3 2 6½	15 2 6	- - -	32 10 0	10 3 0	- - -
Boscomb - N.S.	6	90 0 0	5 9 7½	16 10 0	- - -	52 10 0	6 7 0	- - -
Borley - N.S.		*40 0 0						
Perry Hill - N.S.		98 0 0						
Bransholme Moor - N.S.		50 0 0						
Brettonhead - N.S.		932 0 0						
Brettonhead, Sunday and Infants - N.S.		*140 0 0						
Brettonhead, Our Lady and St. Wilfred's - E.C.		- - -	2 18 4					
Brettonhead - N.S.		*30 0 0						
" " " "		30 0 0						
Burgholm - Ch. of E.	6	- - -	- - -	4 2 6	- - -	- - -	7 7 0	- - -
Burgholm, Holy Trinity, Dist. Ragged S.		- - -	1 14 0					
Burgholm, St. Barnabas E.C.	11	- - -	5 19 11	- - -	- - -	- - -	- - -	25 10 0
Burgholm, St. Hilda's - E.C.	8	- - -	2 17 1	109 13 4	- - -	166 0 0	18 19 0	- - -
Burgholm, St. Paul's - N.S.	7	671 0 0	12 6 8½	40 8 4	- - -	78 8 4	14 17 0	- - -
Burgholm-le-Hole - N.S.		*110 0 0						
Burworth, near Gillingham - N.S.		*58 0 0						
Burworth, St. Alban's - N.S.		*85 0 0						
Burworth, Windy Nook - N.S.		60 0 0						
Burworth - N.S.		42 0 0						
Burworth - N.S.		30 0 0						
Burworth Island - N.S.		44 0 0						
Burworth-le-Spring - N.S.		115 8 4	6 1 8					
Burworth-le-Spring, St. Michael's - N.S.	3	- - -	13 15 0½	229 15 0	- - -	830 6 8	56 16 0	- - -
Burworth-le-Spring, St. Michael's - E.C.	8	- - -	3 5 5	113 5 0	- - -	- - -	13 11 0	- - -
Burwick - N.S.	4	73 0 0	1 18 0	33 2 6	- - -	74 11 8	19 1 0	- - -
" " " "		32 4 0						
Burworth-on-Tees - Wes.	5	- - -	3 16 8½	35 0 0	- - -	118 16 8	17 16 0	- - -
Burworth, North - N.S.		37 10 0						
Burworth, South - N.S.		*110 0 0						
Burworth, Wesleyan - N.S.	4	- - -	7 3 9½	135 4 2	- - -	254 0 0	54 14 0	- - -
Burworth, Wesleyan - N.S.	3	120 0 0	1 0 5	33 0 0	- - -	100 5 0	23 9 0	- - -
Burworth, St. John's N.S.		152 10 0						
Burworth and Softley - B.S.		*50 0 0						
Burworth-in-Stranton - N.S.		50 0 0						
Burworth-in-Teesdale - N.S.		*45 0 0						
Burworth, St. Matthew's - N.S.	3	- - -	6 1 11	147 6 8	- - -	247 10 0	46 3 0	- - -
Burworth - N.S.		200 0 0						
Burworth - N.S.		38 6 8						
Burworth - N.S.	3	40 0 0	2 18 3½	- - -	- - -	32 10 0	- - -	- - -
Burworth - N.S.		126 0 0						
Burworth, Village - Ch. of E.	5	- - -	- - -	5 0 0	- - -	- - -	- - -	- - -
Burworth - N.S.		60 0 0	2 13 7					

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		Amount.	Date of Payment.						
DURHAM—cont.									
Seaham Harbour - N.S.	6	£ 40 0 0	1837	£ 8 16 8	£ 130 12 6	£ 45 16 8	£ 145 3 4	£ 111 10 0	£ - - -
" - " - "		273 0 0	1840						
" - " - "		80 0 0	1836						
Seaton Carew - N.S.	4	115 0 0	1844	5 0 3	152 5 0	- -	225 0 0	25 16 0	
" - " - "		13 5 0	1854						
Sherburn Hill - N.S.	4	45 0 0	1845	1 14 10½	- -	- -	51 5 0	6 0 0	
" - " - "		20 0 0	1850						
" - " - "		15 15 0	1855						
Shields, South, Holy Trinity - N.S.	6	*200 0 0	1837	13 13 11	97 1 8	- -	876 18 4	4 10 0	
Shields, South (Jarrow's Chemical Works) B.S.	5	- - -	- -	17 2 1	280 7 6	16 13 4	621 11 8	4 17 0	
Shields, South, Old Charity, or St. Hilda's N.S.	6	- - -	- -	- -	75 0 0	- -	75 0 0	7 16 0	
Shields, South (Union) B.S.	6	*225 0 0	1835	13 18 0½	180 6 8	- -	940 0 0	31 0 0	
Shields, South, St. John's, Saville Street - Sess.	5	400 0 0	1848	4 10 10½	198 3 4	20 0 0	543 8 4		
Shields, South, St. Stephen's - N.S.	6	568 5 0	1853	13 14 5½	90 1 8	63 6 8	233 2 6	23 4 0	
Shildon - " - N.S.		*55 0 0	1867	1 1 8½					
" - " - " - N.S.		70 0 0	1841						
" - " - " - N.S.		45 0 0	1847						
Shildon, New - B.S.		206 12 3	1867						
Shincliffe - " - N.S.	3	82 0 0	1840	1 17 10½	35 0 0	- -	76 10 0	29 16 0	
South Church - " - N.S.	5	200 0 0	1846	4 0 0½	64 12 6	- -	300 10 0	49 13 0	
" - " - " - N.S.		37 4 0	1854						
South Church, Inf. - B.S.	6	- - -	- -	2 0 0	- -	- -	- -	6 0 0	
Southwick - " - N.S.	6	*150 0 0	1837	4 15 3½	48 15 0	- -	87 1 8	35 16 0	
" - " - " - N.S.		9 13 4	1853						
Spennymoor - " - N.S.	4	100 0 0	1840	3 16 8½	18 6 8	- -	- -	21 12 0	
" - " - " - N.S.		13 4 0	1854						
Staindrop - " - N.S.	4	79 11 6	1855	2 14 2½	45 0 0	- -	55 0 0	21 13 0	
Stainton (Barnard Castle) - N.S.	3	- - -	- -	- -	30 0 0	- -	29 3 4	27 2 0	
Stainton, Great - N.S.	3	54 0 0	1848	1 0 0	6 5 0	- -	23 7 0	4 13 0	
" - " - " - N.S.		9 6 8	1855						
Stella, St. Cuthbert's, or Blaydon - N.S.	3	452 0 0	1854	8 4 9½	125 0 0	55 0 0	310 2 6	87 13 0	
" - " - " - N.S.		112 3 0	1856						
Stella - " - Night's S.	3	- - -	- -	- -	- -	- -	10 0 0		
Stella - " - R.C.	8	279 0 0	1856	4 16 0	64 10 0	- -	180 0 0	85 4 0	
Stockton-on-Tees, Holy Trinity, Boys N.S.	3	24 0 0	1857	- -	33 6 8	- -	15 13 4	6 12 0	
Stockton-on-Tees (Industrial) - N.S.	3	350 0 0	1850	7 15 0½	92 11 8	- -	422 5 0	3 0 0	
" - " - " - N.S.		90 0 0	1855						
Stockton-on-Tees, St. Thomas', Central N.S.	4	300 0 0	1847	8 7 9½	87 10 0	- -	150 15 10	7 10 0	
" - " - " - N.S.		3 0 0	1857						
Stockton-on-Tees - B.S.	6	100 0 0	1841	5 15 11	71 5 0	- -	263 1 8	17 8 0	
Sunderland (the Gray S.) - B.S.	6	*90 0 0	1836	19 15 9½	197 10 0	- -	929 10 0	27 15 0	
" - " - " - B.S.		1150 0 0	1867						
Sunderland - " - B.S.		30 0 0	1840						
Sunderland, St. Mary's R.C.	7	- - -	- -	12 12 8½	169 3 4	- -	731 0 10	24 8 0	
Sunderland, Whitburn Street - Wes.	6	- - -	- -	8 13 2½	50 17 6	- -	41 5 0	14 11 0	
Sunderland, Nicholson Street - Wes.	6	- - -	- -	4 18 0½	48 10 0	- -	58 11 8	1 5 0	
Sunderland, Trindon Street - Wes.	6	- - -	- -	5 14 8	59 2 6	- -	- -	6 4 0	
Tanfield - " - N.S.	4	100 0 0	1844	1 13 6	40 0 0	- -	34 16 8	21 5 0	
Thornley - " - N.S.		75 0 0	1845						
Thornley Colliery - N.S.		- - -	- -	1 8 2					
Thornley, St. Godric's R.C.	8	- - -	- -	2 0 0	- -	- -	- -	18 15 0	
Tow Law - " - N.S.	6	400 0 0	1840	5 10 8½	45 5 0	- -	167 10 0	46 0 0	
" - " - " - N.S.		7 4 0	1851						

α Scientific apparatus.

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
		Amount.	Date of Payment.						
DURHAM—cont.									
Washington - Par.	6	-	-	-	2 13 4	-	-	6 5 0	
Washington, Chemical Works -	6	-	-	-	-	6 5 0			
Vermouth, Bishop, Ch.S.	6	777 6 8	1854	-	-	36 0 0	45 16 8	24 10 0	15 5 0
Vermouth, Bishop, Infant N.S.	6	150 0 0	1847	10 0 0	34 16 8	-	-	51 13 4	
Vermouth, Bishop, Rectory Park N.S.	3	-	-	-	-	29 3 4	14 11 8		
Vermouth, Colliery School -	6	-	-	-	7 16 10½	3 6 8			
Vermouth, Monk N.S.	6	180 0 0	1846	10 13 5	64 12 6	-	-	254 15 0	22 15 0
Wathorn - N.S.	1	371 2 0	1837	-	-	-	-	-	9 8 0
Wathorn - N.S.	1	25 0 0	1857	-	-	-	-	-	-
Whorlton - N.S.	4	-	-	-	1 10 0½	33 0 0	-	-	16 12 0
Wilekton - N.S.	5	52 0 0	1854	-	3 0 0	33 15 0	-	5 0 0	17 15 0
Wilekton Ch. of E.	3	-	-	-	-	35 10 0	25 0 0	35 0 0	29 6 0
Wilton Gilbert N.S.	-	35 0 0	1845	-	1 10 0½	-	-	-	-
Willingham N.S.	6	200 0 0	1845	-	9 12 6½	102 18 0	-	389 0 0	43 19 0
Willingham N.S.	-	50 0 0	1845	-	-	-	-	-	-
Winston - N.S.	-	90 0 0	1838	-	-	-	-	-	-
Winston - N.S.	6	65 0 0	1846	4 3 4	6 5 0	-	-	12 1 8	11 4 3
Wickerton - N.S.	6	24 16 8	1855	-	-	-	-	-	-
Essex.									
Stride - N.S.	-	52 0 0	1845	-	-	-	-	-	-
Stride - N.S.	-	30 0 0	1844	-	-	-	-	-	-
Striden - N.S.	-	50 0 0	1843	-	-	-	-	-	-
Striden - N.S.	4	5 0 0	1840	4 17 4½	54 1 8	-	-	352 7 6	21 19 0
Stridey - N.S.	6	60 0 0	1845	8 11 2	-	-	-	-	54 7 0
Stridey - N.S.	-	3 10 0	1843	-	-	-	-	-	-
Stridey - N.S.	-	42 0 0	1833	-	-	-	-	-	-
Stow, Great - N.S.	5	75 0 0	1839	2 8 11½	60 16 8	-	-	75 0 0	39 5 0
Stow, Great - B.S.	5	-	-	5 0 11½	66 0 0	-	-	465 16 8	72 17 0
Sturbridge - N.S.	-	73 0 0	1843	-	-	-	-	-	-
Sturbridge - N.S.	-	23 0 0	1843	-	-	-	-	-	-
Sturbridge, Walter N.S.	-	35 0 0	1830	-	-	-	-	-	-
Sturbridge, South N.S.	-	120 0 0	1845	-	-	-	-	-	-
Sturbridge, Great N.S.	-	145 0 0	1840	-	-	-	-	-	-
Sturbridge, Little N.S.	-	60 0 0	1843	-	-	-	-	-	-
Sturbridge, Clergy N.S.	5	70 0 0	1839	1 12 10½	36 6 8	-	-	180 0 0	43 1 0
Sturbridge - N.S.	-	17 0 0	1847	-	-	-	-	-	-
Sturbridge - N.S.	-	5 6 6	1847	-	-	-	-	-	-
Sturbridge - N.S.	-	13 6 3	1855	-	-	-	-	-	-
Sturbridge - N.S.	-	13 18 9	1856	-	-	-	-	-	-
Sturbridge - N.S.	3	-	-	4 11 8	-	-	-	5 0 6	-
Sturbridge - N.S.	3	60 0 0	1840	-	20 0 0	-	-	38 15 0	10 11 0
Sturbridge - N.S.	-	37 0 0	1836	-	-	-	-	-	-
Sturbridge - N.S.	-	120 0 0	1843	-	-	-	-	-	-
Sturbridge, Gifford N.S.	-	70 0 0	1847	-	-	-	-	-	-
Sturbridge - N.S.	-	55 0 0	1837	-	-	-	-	-	-
Sturbridge Public B.S.	5	-	-	2 0 0	36 0 0	-	-	113 0 0	25 9 4
Sturbridge - N.S.	-	50 0 0	1836	-	-	-	-	-	-
Sturbridge - N.S.	-	60 0 0	1837	-	-	-	-	-	-
Sturbridge - N.S.	-	63 0 0	1843	-	-	-	-	-	-
Sturbridge, Helions, N.S.	-	132 5 0	1854	-	-	-	-	-	-
Sturbridge, Steeple N.S.	6	122 0 0	1840	1 13 7½	53 1 8	-	-	111 6 8	27 9
Sturbridge - N.S.	-	5 7 0	1853	-	-	-	-	-	-
Sturbridge - N.S.	-	15 7 6	1854	-	-	-	-	-	-
Sturbridge - N.S.	-	115 0 0	1855	-	-	-	-	-	-
Sturbridge, St. Mary's N.S.	6	94 0 0	1856	1 13 4½	7 11 8	-	-	-	4 0 6
Sturbridge, Victoria N.S.	5	350 0 0	1841	4 15 2½	202 18 4	-	-	1068 0 0	15 5 0
Sturbridge - B.S.	-	300 0 0	1841	-	-	-	-	-	-
Sturbridge, Great N.S.	4	300 0 0	1840	4 16 10	131 10 10	-	-	521 0 4	24 9 0
Sturbridge - N.S.	-	67 0 0	1837	-	-	-	-	-	-
Sturbridge, St. James' and Mashbury N.S.	-	75 0 0	1850	-	0 3 4	-	-	-	-

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	Amount.	Date of Payment.						
Essex—cont.								
Chigwell Row - N.S.	55 0 0	1839						
Chigwell Row - B.S.	70 0 0	1853						
Chigwell Row - B.S.	80 0 0	1841						
Childerditch - N.S.	45 0 0	1845						
Clavering - N.S.	65 0 0	1845						
Clavering - B.S.	90 0 0	1840	3 2 0	171 13 4	-	138 2 6	31 16 0	
Coggeshall - N.S.	26 13 6	1854						
Coggeshall - N.S.	200 0 0	1839	1 18 3					
Coggeshall - B.S.	125 0 0	1847						
Coggeshall - B.S.	118 0 0	1842						
Colchester, St. Peter's (North Hill) - N.S.	75 0 0	1836	2 6 8	53 3 4	-	-	8 2 9	
Colchester, Blue Sch. - N.S.	22 17 4	1853						
Colchester, St. Margaret's Branch School - N.S.			5 18 5	46 10 0	37 10 0	53 5 0	23 8 9	
Colne-Engaine - N.S.	60 0 0	1847	4 12 11	67 3 4	-	76 1 8	16 0 0	
Copford - N.S.	54 0 0	1853						
Copford - N.S.	18 13 4	1857						
Dagenham - N.S.	60 0 0	1836						
Danbury - N.S.						4 3 4		
Dengie - N.S.	22 0 0	1846		21 1 8				
Dunmow - B.S.	56 7 6	1854						
Dunmow, Great - B.S.	150 0 0	1844	3 10 6	51 6 8	-	222 4 7	37 4 0	
Dunmow, Great Ch. of E.							12 8 0	
Easton, Good - N.S.	26 0 0	1846						
Easton, High - N.S.	100 0 0	1851	1 18 0		-	32 10 0	9 9 0	
Elsenham - N.S.				8 6 8				
Epping and Theydon Garton - N.S.	42 0 0	1836		6 5 0	-	-	28 13 6	
Epping - B.S.	133 0 0	1847	2 2 6	18 0 0	-	-	31 3 0	
Essex, Diocesan Board			39 3 8					
Farnham - Ch. of E.				10 0 0	-	2 10 0		
Feering - N.S.	110 0 0	1846			-	23 10 0		
Finchfield - N.S.	399 0 0	1855	2 13 10	20 13 4	-	2 10 0	11 15 0	
Forest Gate - N.S.	114 18 4	1854		35 15 0	-		10 16 0	
Foxearth - Par.				3 6 8	-			
Greenstead, East - N.S.			2 8 8	14 0 0	-		4 16 0	
Hadleigh - Ch. S.	171 0 0	1856	2 1 0	16 13 4	-	6 5 0	11 11 4	
Hainault Forest - N.S.	102 0 0	1849			-	46 10 0		
Hallingsbury, Little - N.S.	30 10 0	1841			-			
Halstead, St. Andrew's - N.S.	302 5 0	1851	6 1 5	61 12 6	-	279 10 0	18 14 0	
Halstead - B.S.	16 0 0	1857			-			
Halstead - B.S.	266 0 0	1848	15 9 6	126 1 8	-	720 5 0	12 8 0	
Halstead, Trinity - N.S.	79 0 0	1856			-			
" - N.S.	120 0 0	1845	3 8 3	63 0 0	-	206 18 4	16 0 0	
" - N.S.	18 6 0	1844			-			
" - N.S.	6 0 0	1855			-			
" - N.S.	21 4 0	1856			-			
" - N.S.	3 10 0	1857			-			
Ham, West, Model - N.S.	39 10 0	1851	6 13 4	178 6 8	-	711 4 2	92 8 0	
Ham, West, and Stratford - B.S.	130 0 0	1855			-			
Harrow, "Potter Street" - N.S.	240 0 0	1851	2 4 10	46 16 8	-	679 0 0	74 16 0	
Harrow, "Potter Street" - N.S.	25 0 0	1855			-			
Havering-atte-Bower - N.S.					-			
Hawthorn - N.S.	32 0 0	1857			-			
Heddingham, Sible - N.S.	45 10 0	1848			-			
Hempstead - N.S.	180 0 0	1841			-			
Hempstead - Ch. S.	100 0 0	1853	1 0 1	11 13 4	-	17 10 0		
Henny, Great and Little - N.S.	106 0 0	1857			-			
Heydon - N.S.	75 0 0	1847	1 14 0		-			
High Beech - N.S.	36 0 0	1840			-	40 4 2		
Highwood - N.S.	16 0 0	1848			-			
Highwood - N.S.	113 0 0	1842			-	54 2 4		

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	Amount.	Date of Payment.						
<i> Essex—cont.</i>	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Beckley - N.S.	60 0 0	1841	1 2 3					
Berchurch - N.S.	423 4 0	1856						
Bendon, East - N.S.	*52 0 0	1840						
Bendon on the Hill - N.S.	100 0 0	1847						
Bendon Town - N.S.	6 - -	-		26 3 4	- -	66 10 0		
Bent, Great - N.S.	- - -	-	2 1 5½					
Bendon - N.S.	*61 0 0	1838	1 13 9½	- -	- -	81 0 10	20 4 0	
Bendon - B.S.	4 - -	-	1 13 8½	- -	- -	- -	12 18 0	
Bendon-Hatch - N.S.	1 - -	-	- - -	- -	- -	- -	12 18 0	
Bendon - B.S.	50 0 0	1850	2 4 2					
Beckley - Ch. of E.	175 19 0	1857						
Bennington - N.S.	- - -	-	2 13 4					
Bende-la-Hay - N.S.	*50 0 0	1837	2 17 3	133 17 6	- -	244 5 0	16 15 0	
Bendon - N.S.	7 - -	-						
Bent, Great - N.S.	141 0 0	1851						
Bendon - N.S.	5 - -	-	2 6 5½	133 10 0	- -	183 5 10	9 5 0	
Bell J. - N.S.	29 0 0	1842						
Bellory, Endowed - N.S.	3 - -	-	6 2 1½	40 0 0	- -	190 0 0	22 6 0	
Bendon - N.S.	7 - -	-	2 4 5½	6 13 4	- -	41 10 0		
Bendon - N.S.	611 0 0	1849						
Bendon - N.S.	5 - -	-	5 0 0½	5 0 0	- -	- -	27 9 0	
Bendon - N.S.	228 0 0	1857						
Bendon - N.S.	100 0 0	1850						
Bendon - N.S.	20 0 0	1842						
Bendon (Cold) - N.S.	*30 0 0	1839	2 0 8½					
Bendon, or Ugly - N.S.	83 0 0	1853						
Bendon - N.S.	171 0 0	1840	3 0 11½					
Bendon, St. - N.S.	177 15 0	1854	2 14 8					
Bendon, Great - N.S.	*25 0 0	1835						
Bendon - N.S.	*45 0 0	1837						
Bendon - N.S.	*63 0 0	1837	3 6 8	175 0 0	- -	201 6 8	34 3 0	
Bendon - N.S.	20 0 0	1851						
Bendon - N.S.	45 0 0	1855						
Bendon - N.S.	360 15 0	1855						
Bendon - N.S.	10 - -	-	2 13 9½	24 6 0	- -			
Bendon, Endowed - N.S.	6 *150 0 0	1835	7 11 10½	173 9 2	- -	412 15 0		
Bendon - N.S.	48 5 6	1832						
Bendon - N.S.	105 6 8	1853						
Bendon, Infants - N.S.	6 85 0 0	1844	- - -	- - -	- -	10 16 8		
Bendon - N.S.	170 11 8	1857						
Bendon, Noak Hill - N.S.	96 0 0	1846	1 1 4					
Bendon, Great - N.S.	42 0 0	1848						
Bendonchurch - N.S.	170 0 0	1837	4 15 10½					
Bendon - N.S.	7 - -	-		15 0 0	- -	28 15 0		
Bendon - N.S.	- - -	-	2 13 4					
Bendon - N.S.	5 25 0 0	1846		248 6 8	- -	572 2 6	35 7 0	
Bendon - N.S.	7 2 0	1850						
Bendon - N.S.	8 5 0	1854						
Bendon - N.S.	14 10 0	1855						
Bendon Rivers - Ch.S.	5 117 15 0	1851	1 5 8½	34 0 0	- -	76 0 0	1 18 0	
Bendon - B.S.	9 5 0	1857						
Bendon - B.S.	*30 0 0	1853						
Bendon, Mount - N.S.	- - -	-	4 1 0½					
Bendon - N.S.	4 - -	-	1 4 7½	2 10 0	- -	- -	10 15 0	
Bendon and Butte- N.S.	*90 0 0	1839						
Bendon - B.S.	37 6 8	1837	2 0 0½					
Bendon, Ch. Ch. - N.S.	6 230 0 0	1850	5 0 0	74 18 4	- -	342 16 8		
Bendon, Eastern Coun- N.S.	1 - -	-		38 0 0	- -			
Bendon, Ry. Mech. Inst. N.S.	6 *230 0 0	1837	7 0 0½	30 6 8	- -	33 6 8	6 12 0	
Bendon - N.S.	78 6 8	1837						
Bendon - N.S.	60 0 0	1843						
Bendon - N.S.	32 0 0	1841						
Bendon - N.S.	120 0 0	1857	2 0 0					
Bendon - N.S.	423 0 0	1857	3 10 0					
Bendon - N.S.	7 75 0 0	1851	- - -	- - -	- -	- -	5 10 0	

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		Amount.	Date of Payment.						
Essex—cont.									
Wakering, Great. - N.S.		50 0 0	1844						
Walden, Saffron - N.S.	5	200 0 0	1846	11 16 0	240 13 4	-	699 2 6	13 7 0	1 1
" " - "		9 18 6	1848						
" " - "		12 16 9	1850						
" " - "		3 3 0	1855						
" " - "		6 2 6	1855						
Walden, Saffron, Boys - B.S.	5	62 0 0	1855	12 14 5	55 0 0	-	493 9 2	18 10 0	
Walden, Saffron, Girls - B.S.	5	-	-		63 5 0	-	300 17 6	8 12 0	
Waltham, Great. - N.S.	5	240 0 0	1847		62 0 0	-	95 8 4	7 16 0	
" " - "		28 1 6	1854	4 3 4					
Waltham Abbey - N.S.	6	-	-	-	40 16 8	-	12 1 8	33 0 0	
Waltham Abbey - B.S.		60 0 0	1842						
" " - "		50 0 0	1845						
Walthamstow, Chapel, End. St. John's - N.S.		*50 0 0	1835						
Walthamstow, St. Mary's - N.S.	6	-	-	1 0 7	99 6 8	-	474 6 8	53 6 0	
Wanstead - N.S.	6	-	-	-	21 10 0	-			
Warley, Great - N.S.		40 0 0	1843	1 0 4					
Warley, Great, Ch.Ch. - N.S.	5	23 3 10	1857	1 15 10	26 2 6	-	21 13 4	16 7 3	
Wendon-Lofts and Elmton - N.S.		75 0 0	1844	2 6 8					
Wethersfield - N.S.	4	130 0 0	1844	3 18 0	21 5 0	-	3 15 0	15 15 0	
" " - "		15 8 0	1857						
Wicken Bonant - N.S.		*20 0 0	1839						
Willingale Doe - N.S.		*39 0 0	1839	2 1 4					
Witham - N.S.	6	228 10 0	1842	6 7 10	151 0 0	-	635 5 0	86 19 0	
" " - "		27 17 4	1853						
Witham - B.S.		*150 0 0	1837						
Wivenhoe - N.S.	4	276 0 0	1840	8 13 4	72 0 0	25 0 0	407 3 4	86 13 10	
" " - "		16 10 0	1853						
" " - "		7 15 0	1856						
Wix - N.S.		65 0 0	1844						
Wix - Woa. - N.S.	6	-	-	1 13 4	33 16 0	-	22 18 4	7 1 4	
Woodford Bridge, Infants - N.S.	4	-	-	-	-	-	-	6 9 0	
Woodham Ferrers - N.S.		106 0 0	1846	-	-	-	-	-	
Yeldham - N.S.	4	-	-	-	4 3 4	-	-	3 16 0	
GLOUCESTERSHIRE.									
Almondsbury - N.S.	4	*80 0 0	1834	4 16 2	53 12 6	-	402 0 0	56 2 0	
" " - "		3 5 0	1847						
" " - "		96 0 0	1846						
" " - "		25 3 10	1855						
Alstone, Ch.Ch. Inf. - N.S.	5	-	-	-	16 13 4	-	115 6 8		
Alveston - N.S.		*40 0 0	1837	2 3 4					
Arlingham, Endowed - N.S.		91 17 6	1853						
Arlington - B.S.		-	-	2 1 8					
Ashchurch - N.S.	4	62 10 0	1842	-	9 0 0	-	3 15 0	2 15 0	
Ashelworth - N.S.		42 0 0	1842						
Avening - N.S.	2	160 0 0	1845	7 2 10	46 5 0	-	299 19 2	25 13 0	
Awre and Blakeney - N.S.		115 0 0	1856						
Badgworth - N.S.		20 0 0	1842						
Bibury - N.S.	4	-	-	-	13 15 0	-	-	-	
Bicknor, English - N.S.	8	*34 0 0	1834	-	5 16 8	-	-	-	
" " - "		*45 0 0	1839	-	-	-	-	-	
Blaisy, Boys - N.S.	6	-	-	-	13 15 0	-	-	1 10 0	
Bitton - N.S.		-	-	3 0 10					
Blaisdon - N.S.		69 0 0	1846	-	-	-	-	-	
Bourton-on-the-Hill - N.S.	4	-	-	-	2 10 0	-	36 5 0	6 13 0	
Bourton-on-the-Hill - N.S.		152 0 0	1851						
Broom - N.S.	4	28 0 0	1856	1 14 1	-	-	2 18 4	2 11 0	
Brimsfield - N.S.		37 0 0	1842						
Brimscombe - N.S.	4	-	-	1 16 10	33 5 0	20 0 0	53 6 8	12 11 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
SUSSEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mad. Brandon								
Mad. St. George's N.S.	4	-	12 14 2½	106 7 6	-	282 0 0	18 0 0	
Mad. Deighton St. R.C.	5	-	-	3 15 4	-	82 5 0	8 0 0	
Mad. Doon. Trade S.	4	-	38 12 7½	18 15 0	13 10 10			
Mad. Bread Street, St. Philip's Ragged Sch.	4	-	4 11 0	-	-	-	-	12 10 0
Mad. Hannah More's N.S.	4	120 0 0	1846	24 15 11½	335 6 8	-	2,177 10 10	36 0 0
" " " "		60 10 0	1847					
" " " "		28 0 0	1849					
" " " "		14 10 0	1851					
" " " "		13 6 8	1851					
" " " "		9 15 0	1856					
Mad. Incorpora-								
Mad. Poor School P.U.	6	-	-	-	-	33 13 4		
Mad. Indust. Training								
Mad. Laboratory School -								89 0 0R
Mad. Lewin's Mead B.S.	3	850 0 0	1857	17 10 10½	356 14 2	1,347 7 8	36 15 0	34 0 0
Mad. Meadow St. B.S.	3	-	-	1 15 10½	16 6 8	43 10 8	1 19 0	
Mad. Montpellier, Andrew's N.S.		150 0 0	1849					
Mad. Pennywell								
Mad. Ind. Ragged Sch.	3	-	1 5 10	-	-	-	-	364 5 6R
Mad. Red Cross St., B.S.	3	75 0 0	1850	35 7 6½	147 6 8	80 16 8	1,868 0 10	46 18 0
" " " "		80 0 0	1853					
" " " "		45 0 0	1854					
" " " "		55 0 0	1856					
Mad. Night School	3	-	-	-	-	20 0 0		
Mad. Red Lodge, Girls' Memorial School	10	-	0 14 0	-	-	-	-	183 14 6R
Mad. St. Augustine's N.S.	4	308 0 0	1850	2 16 9	123 15 0	161 7 6	12 15 0	
" " " "		13 5 4	1856					
Mad. St. George's								
Mad. School			2 1 2					
Mad. St. James', Infants	3	-	3 5 9	-	-	65 3 4	14 10 0	
Mad. St. James', Infants	3	-	1 9 2	-	-	-	-	365 10 0R
Mad. St. Paul's Benevolent Society's N.S.	4	200 0 0	1853	9 8 1½	53 0 0	68 6 8	893 2 0	25 10 0
Mad. Night Sch.	4	-	-	-	-	20 0 0		
Mad. St. John the Baptist	3	-	-	-	-	-	-	
Mad. St. Joseph's R.C.	5	-	8 16 0½	-	-	2 10 0	300 6 8	
Mad. St. Jude's N.S.		199 0 0	1846					
" " " "		153 0 0	1852					
Mad. St. Mary's in the Quay	5	-	3 6 8	27 10 0	-	53 2 6	9 12 0	
Mad. St. Matthias in the Weir	4	723 0 0	1856	6 9 5½	14 0 0	11 0 0		
Mad. St. Michael's, N.S.	3	-	10 13 9	153 8 4	-	554 3 4	15 0 0	
Mad. St. Michael's, Ragged Sch.		-	1 1 4	-	-	-	-	
Mad. St. Nicholas' Infants	5	-	4 0 0½	54 5 0	-	89 16 8	10 10 0	
Mad. St. Paul's Par.	4	-	8 16 11½	113 5 0	-	485 0 0	39 10 0	22 15 0
Mad. St. Peter's N.S.	4	184 0 0	1855	3 6 8	6 5 0	3 15 0	8 0 0	
Mad. St. Simon's N.S.		90 0 0	1845					
Mad. St. Trinity, St. Philip's Rag. Sch.		-	1 1 5	-	-	-	-	
Mad. St. Paul's, Ch.S.		75 0 0	1851	1 9 4	-	-	-	
Mad. St. Peter's N.S.	4	53 0 0	1850	-	45 0 0	-	-	12 18 0
Mad. St. Peter's N.S.	4	55 0 0	1853	7 14 1½	159 5 0	-	515 19 2	57 17 0
Mad. St. Peter's N.S.	4	60 0 0	1844					
Mad. St. Peter's N.S.		263 8 0	1855					
Mad. St. Peter's N.S.		192 0 0	1857	2 5 8½				

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teachi- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.		
		Amount.	Date of Payment.								
GLOUCESTERSHIRE—cont.											
Campden, Chipping, Boys	N.S.	6	*58 0 0	1839	-	-	20 0 0	-	-	6 5 0	8 8 8
Cerney, North	N.S.	3	80 0 0	1844	2 10 5	74 7 6	-	-	305 11 8	5 17 0	
" "	"	"	30 0 0	1850							
" "	"	"	26 4 0	1850							
" "	"	"	19 5 7	1855							
Cerney, South	N.S.		-	-	1 6 4						
Chalford	N.S.	1	100 0 0	1843	10 4 7	148 10 0	-	-	539 10 0	72 13 0	
"	"	"	41 18 8	1848							
"	"	"	55 0 0	1849							
"	"	"	17 14 0	1849							
"	"	"	34 2 6	1852							
Charlton King's, Boys	Ch.S.	4	*60 0 0	1837	3 5 9	33 0 0	-	-	75 0 0	15 0 0	
"	"	"	15 10 8	1856							
Charlton King's, Girls	Ch.S.	4	-	-	1 16 6	25 5 0	-	-	141 5 0	18 6 0	
Cheltenham	B.S.	4	*125 0 0	1838	27 7 5	111 7 6	-	-	728 10 0	50 2 0	
"	"	"	23 6 8	1853							
"	"	"	10 10 0	1855							
Cheltenham (Bath Road), St. Luke's, Boys and Girls	N.S.	5	-	-	5 16 6	106 17 6	-	-	782 18 4	12 17 4	
"	"	"	-	-	-	443 6 8					
Cheltenham (Bath Road), Exmouth Street, Naunton, Infants' School		5	-	-	2 3 11	-	-	-	44 10 0		
Cheltenham, Bethesda,	Wes.	4	76 10 0	1851	6 5 7	114 15 0	-	-	195 0 0	9 19 0	
"	"	"	6 10 0	1854							
Cheltenham, Ch.Ch.	N.S.	5	-	-	18 7 6	189 2 6	-	-	592 18 4	15 10 0	
Cheltenham, St. Gregory the Gt.	E.C.	7	336 1 0	1857	5 0 0						
Cheltenham, Highbury,	B.S.	4	1250 0 0	1857	10 9 10	14 7 6	-	-	17 15 0	4 16 0	
Cheltenham, Holy Trinity, Boys and Girls	N.S.	5	-	-	12 4 10	308 10 0	-	-	1,244 2 6	26 6 8	
Cheltenham, Holy Trinity, Infants (Fairview Place)	N.S.	5	-	-	7 11 2	-	-	-	543 13 4	18 5 4	
Cheltenham, Old Charity	N.S.	5	180 0 0	1850	10 10 7	148 0 0	-	-	596 10 0	19 12 0	
Cheltenham, St. James', Boys and Girls			-	-	6 15 11	6 13 4	-	-	305 10 0		
Cheltenham, St. John's	N.S.	5	83 0 0	1842	3 19 2	127 0 0	-	-	586 14 2	12 18 8	
"	"	"	12 0 0	1847							
Cheltenham, St. Mary's	Par.	5	1,122 0 0	1857	6 15 10	125 13 4	-	-	430 1 8		
Cheltenham, St. Paul's, Practising Sch.		5	42 0 0	1850	47 19 8	51 5 0	50 3 4				
"	"	"	250 0 0	1850							
"	"	"	700 0 0	1854							
Cheltenham, St. Paul's	N.S.	5	-	-	-	515 10 0	25 0 0	1,167 10 10	13 9 4		
Cheltenham, St. Paul's, Infants	N.S.	5	-	-	-	10 0 0	-	-	61 10 0	3 10 0	
Chipping Churchham	N.S.		*110 0 0	1838							
and Bulley	N.S.	6	358 0 0	1856	-	17 10 0	-	-	6 5 0	7 18 0	
Cirencester, En- dowed		4	-	-	-	-	-	-	178 15 0		
Cleeve, Bishop's	N.S.		135 0 0	1846							
Clifton	N.S.	3	*400 0 0	1835	28 19 8	182 0 0	-	-	1,105 0 10	22 5 0	
"	"	"	74 0 0	1848							
"	"	"	24 12 0	1850							
"	"	"	5 0 0	1854							
"	"	"	23 5 0	1857							

a Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fittings.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
Gloucestershire—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Gloucester, Ch. Ch. - 2	- - -	-	- - -	- - -	- - -	- - -	14 7 0	- - -
Gloucester, Berkeley Place, Infants - N.S.	189 15 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
Gloucester - B.S.	*150 0 0	1836	2 5 10	- - -	- - -	- - -	- - -	- - -
Gloucester - P.U. 6	- - -	-	- - -	- - -	- - -	197 6 8	- - -	- - -
Gloucester (Church of the Apostles) - R.C. 6	- - -	-	3 19 10½	5 0 0	- - -	127 6 8	7 4 0	- - -
Gloucester - N.S.	51 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
Gloucester, Ch. Ch. - N.S.	*150 0 0	1838	2 3 1½	- - -	- - -	- - -	- - -	- - -
Gloucester, St. Aldwyn's - N.S.	241 0 0	1867	- - -	- - -	- - -	- - -	- - -	- - -
Gloucester - N.S.	70 0 0	1865	- - -	- - -	- - -	- - -	- - -	- - -
Gloucester - N.S.	35 0 0	1846	1 0 2	- - -	- - -	- - -	- - -	- - -
Gloucester - N.S.	- - -	-	3 11 8	22 10 0	- - -	61 10 0	15 12 0	- - -
Gloucester, Middle - S.S. 4	- - -	-	as 13 4	- - -	- - -	- - -	- - -	- - -
Ham Forest, Berry Hill, Ch. Ch. - N.S. 7	97 10 0	1854	2 2 2½	- - -	- - -	- - -	22 7 0	- - -
" " " " - N.S.	35 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
" " " " - N.S.	125 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Ham Forest, Church Schoolmasters' Association -	- - -	-	1 17 7½	- - -	- - -	- - -	- - -	- - -
Ham Forest, St. Paul's (at Park End) - N.S. 6	106 0 0	1846	1 19 8½	21 5 0	- - -	63 6 8	7 1 0	- - -
" " " " - N.S.	6 3 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
" " " " - N.S.	50 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Ham Forest, St. Paul's (atcroft and Blad) N.S.	150 0 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
" " " " - N.S.	27 5 0	1854	- - -	- - -	- - -	- - -	- - -	- - -
Ham Forest, Holy Trinity - N.S. 3	50 0 0	1846	4 3 8½	51 5 0	- - -	193 17 6	32 15 0	- - -
" " " " - N.S.	30 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Ham Forest, Viney Hill, Bakery, and Blakeney Woodside - N.S.	14 10 0	1853	1 9 11½	- - -	- - -	- - -	- - -	- - -
Ham, Little - N.S.	18 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
" " " " - N.S.	26 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
Harbert - N.S.	255 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Havensand - N.S.	*150 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Hambledon, Day School - 2	- - -	-	2 13 3	24 0 0	- - -	1 5 0	- - -	- - -
Hambledon, Abbot's - N.S.	35 1 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Hambledon, Down, St. John's - N.S. 4	545 0 0	1851	1 14 2	109 2 6	- - -	138 0 0	16 10 0	- - -
Hambledon - N.S. 3	*200 0 0	1854	5 16 9½	114 16 8	- - -	448 5 10	41 5 0	- - -
" " " " - N.S.	70 0 0	1854	- - -	- - -	- - -	- - -	- - -	- - -
" " " " - N.S.	21 15 4	1855	- - -	- - -	- - -	- - -	- - -	- - -
Hambledon, B.S.	150 0 0	1840	3 5 3½	16 0 0	- - -	- - -	- - -	- - -
" " " " - B.S.	150 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
" " " " - B.S.	167 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Hartford, Endowed - N.S. 8	86 10 0	1849	4 13 4	70 3 4	- - -	434 6 8	50 6 0	- - -
Hartthampton - N.S. 9	- - -	-	1 1 6	- - -	- - -	105 0 0	56 13 0	- - -
Hartthampton - N.S. 6	- - -	-	2 15 1	- - -	- - -	- - -	7 2 0	- - -
Hartthampton - B.S. 11	- - -	-	2 10 0	22 15 0	- - -	29 0 0	23 7 0	- - -
Hartthampton Cotterell N.S. 3	89 0 0	1846	3 4 2½	30 0 0	- - -	20 16 8	29 9 0	- - -
" " " " - N.S.	59 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
" " " " - N.S.	40 0 0	1853	- - -	- - -	- - -	- - -	- - -	- - -
" " " " - N.S.	260 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Hartthampton Cotterell Night S. 3	- - -	-	- - -	- - -	- - -	5 0 0	- - -	- - -
Hartthampton Cotterell B.S. 4	139 0 0	1846	1 12 11½	3 15 0	- - -	83 15 0	15 4 0	- - -
Hartthampton-on-Severn N.S.	70 0 0	1843	1 5 2½	- - -	- - -	- - -	- - -	- - -
Hatherne - N.S.	*33 0 0	1833	- - -	- - -	- - -	- - -	- - -	- - -
Hatherne, St. near Bristol - N.S.	130 0 0	1856	1 16 10½	- - -	- - -	- - -	- - -	- - -
Gloucester - N.S. 2	- - -	-	4 13 4½	61 17 6	87 10 0	331 13 4	9 6 0	- - -
Gloucester - B.S. 4	254 0 0	1841	11 6 7½	187 10 0	14 11 8	37 11 8	35 0 0	- - -
Gloucester, Ch. Ch. - N.S. 4	124 13 9	1857	- - -	- - -	- - -	- - -	- - -	- - -
Gloucester, St. Catherine's - N.S.	*100 0 0	1836	2 0 0½	24 10 0	- - -	81 10 0	6 15 0	- - -

a Scientific apparatus.

b Sometimes called Blakeney Valley Infant School.

L

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
		Amount.	Date of Payment.						
GLOUCESTERSHIRE—cont.									
Gloucester, St. James' N.S.	2	505 0 0	1844	4 16 34	160 13 4	-	998 11 8	77 3 0	
Gloucester, St. John's N.S.		115 0 0	1848	1 0 8					
		10 5 0	1853						
Gloucester, St. Mark's (Kingsholme) N.S.	4	100 0 0	1842	-	-	-	137 10 0	43 8 0	
Gloucester, St. Michael's N.S.	2	230 0 0	1846	2 13 34	-	-	221 0 0	12 1 0	
Gloucester, Bristol, and Oxford Diocesan Practising School	4	-	-	4 11 4	67 10 0	-	102 15 0	19 3 0	
Gloucester (Boys) Industrial Ragged S.	7	70 0 0	1853	1 17 2	-	-	-	-	272 3 0
Hanham N.S.	3	*100 0 0	1840	5 9 34	54 10 0	-	326 15 0	47 10 0	
" " " "		25 0 0	1847						
" " " "		25 3 0	1852						
" " " "		17 10 0	1855						
Hardwick, Reformatory	4	-	-	-	-	-	-	-	202 6 21
Hatherley Down N.S.	6	-	-	-	52 10 0	-	21 5 0	-	
Hawkesbury N.S.	4	175 0 0	1847	3 12 5	76 17 6	-	94 15 0	35 9 0	
		4 11 4	1853						
Hawthorne Ch.S.		-	-	1 2 2	-	-	-	-	
Highnam N.S.	4	-	-	-	16 5 0	-	17 18 4	3 9 0	
Horsfield N.S.		*41 0 0	1839	-	-	-	-	-	
Horsley Ch.S.	4	30 0 0	1856	-	8 6 8	-	-	-	
Hucclecote N.S.	4	-	-	-	22 10 0	-	-	1 15 0	
Kemerton N.S.	4	60 0 0	1846	2 10 0	8 15 0	-	87 10 0	14 5 0	
" " " "		7 14 0	1848						
Kemerton, St. Benet's R.C.	6	52 10 0	1852	-	-	-	-	2 10 0	
Kingsdown, St. Matthew's N.S.	4	401 5 0	1850	5 7 2	66 5 0	-	233 15 0	14 4 0	
Kingswood Hill Wes.	3	-	-	17 10 11	90 16 8	-	205 0 0	53 3 0	19 5 0
Kingswood Reformatory		-	-	-	-	-	-	-	382 14 0
Lechlade N.S.		*60 0 0	1836	-	-	-	-	-	
Leckhampton N.S.		54 0 0	1841	1 12 0	-	-	-	-	
" " " "		25 0 0	1856						
Lydbrook Ch. of E.	7	-	-	-	11 5 0	-	-	0 18 0	
Marston Sica N.S.		113 0 0	1850	1 6 8	-	-	-	-	
Micheldean, Free N.S.	4	-	-	2 1 64	3 15 0	-	-	10 18 0	
Minchinhampton Par.	1	-	-	-	79 16 8	-	240 0 0	21 10 0	
Minchinhampton B.S.	4	-	-	1 16 8	-	-	-	9 12 0	
Minsterworth Ch. of E.	7	-	-	-	5 0 0	-	-	-	
Miserden N.S.		35 0 0	1842	-	-	-	-	-	
Moreton-in-the-Marsh Ch. of E.	4	-	-	-	16 10 0	-	18 15 0	4 15 0	
Moreton-in-the-Marsh B.S.	6	-	-	2 16 44	-	-	118 6 8	61 16 6	
Nailsworth B.S.		*100 0 0	1838	-	-	-	-	-	
Newont N.S.	4	354 0 0	1846	7 3 64	33 15 0	-	36 5 0	19 10 0	
" " " "		14 0 0	1856						
Newnham N.S.		*50 0 0	1838	-	-	-	-	-	
Oddington N.S.	6	50 0 0	1845	2 7 64	74 13 4	-	68 15 0	15 17 0	
" " " "		47 0 0	1847						
" " " "		15 1 6	1850						
" " " "		20 0 0	1854						
Oldbury-on-Severn N.S.	3	170 8 0	1855	-	10 0 0	-	-	-	
Oldland N.S.	3	*100 0 0	1838	4 12 64	47 10 0	-	120 10 0	31 15 0	
" " " "		35 0 0	1846						
" " " "		46 13 4	1850						
" " " "		62 10 0	1855						
Oldland Common B.S.	4	-	-	4 19 24	46 0 0	-	95 10 0	26 2 0	
Olveston N.S.	4	*75 0 0	1837	2 0 0	30 0 0	-	36 5 0	0 15 0	
Olveston, Infant N.S.		130 0 0	1857	-	-	-	-	-	
Painswick, and Ryl United N.S.	1	363 0 0	1847	9 1 44	137 2 6	92 10 0	90 5 0	32 17 0	53 6
" " " " Holy Trinity N.S.		87 10 0	1857						
Painswick, The Glad, Holy Trinity N.S.		*53 0 0	1838						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
BOUCCHESTERIAN—cont.								
bury	N.S.	6						
bury	N.S.	5	50 0 0	1836	3 0 2	113 1 8	192 11 8	66 5 0
church	N.S.	3	60 0 0	1845	1 14 11	37 10 0	26 13 4	52 14 6
bury	N.S.	4			0 19 53	36 0 0	35 0 0	4 17 0
wick	N.S.		163 0 0	1837			41 13 4	26 5 0
ington, Great	N.S.		41 0 0	1842	1 1 24			
ington, Little	N.S.	2	80 0 0	1841	1 3 4		52 10 0	
abrough, King's Court	B.S.		70 0 0	1839				
adhurst	N.S.	1	106 0 0	1848				1 15 0
pton Moyne	N.S.	4	60 0 0	1845	2 6 74	40 12 6	18 15 0	41 4 0
drumpton	N.S.	3	40 0 0	1846	3 14 73		12 10 0	
ton	N.S.		34 0 0	1848				
bury, Chipping	N.S.	4	75 0 0	1838				
bury, Old	N.S.		125 0 0	1853	4 11 34	7 17 6	58 4 6	27 4 0
ley, St. Leonard's	N.S.		50 0 0	1840	2 4 0			
leton (Dr. Bell's)	N.S.	4			1 7 42			4 4 0
the Bishop, Girls	N.S.	3	243 15 0	1851	5 14 24	67 2 6	65 8 4	2 2 0
the Orchard	N.S.		45 0 0	1848			3 15 0	5 17 3
on-the-Wold, Endowed	N.S.	4	60 0 0	1845	4 10 04	7 10 0	205 13 4	51 18 0
"	N.S.		4 4 0	1847				
"	N.S.		28 0 0	1838				
"	N.S.		127 0 0	1856				
ton	Ch.S.	4			2 10 04	16 5 0	15 0 0	13 12 0
ton	N.S.	1	100 0 0	1835	2 0 0	34 7 6	203 8 4	
"	N.S.		129 0 0	1845				
"	N.S.		8 0 0	1840				
ton (Ham Mills)	B.S.	11	140 0 0	1840	4 0 74	54 8 4	31 13 4	11 18 0
"	N.S.	2	40 0 0	1857				
"	N.S.		144 0 0	1837	13 17 1	8 8 4	225 5 0	46 14 0
"	N.S.		182 0 0	1851				23 17 2
"	N.S.		14 13 4	1854				
isbury, Trinity, Infants	N.S.	4				111 7 6	477 6 8	9 18 0
isbury	N.S.	3	240 0 0	1843	8 2 34	144 0 0	444 0 0	6 18 0
"	N.S.		6 4 0	1846				
"	N.S.		60 0 0	1858				
isbury	B.S.	4			2 7 04	94 17 6	120 0 0	6 0 0
isbury	N.S.	3	130 0 0	1837	3 1 74	125 0 0	322 6 8	14 17 0
"	N.S.		31 7 3	1849				
"	N.S.		16 15 14	1857				
isbury	N.S.	6			2 5 104	26 5 0	23 15 0	10 2 0
isbury	N.S.		35 0 0	1848	0 15 2			
isbury	N.S.	4	50 0 0	1854		94 10 0	74 10 0	25 7 0
isbury	B.S.	4			3 0 0	33 15 0	165 15 0	43 1 0
isbury	N.S.	6			1 13 4	18 3 4	21 5 0	9 10 0
isbury, St. Matthew's	N.S.				1 9 2			
isbury	N.S.		64 0 0	1842				
isbury	N.S.	4	184 0 0	1856	3 10 04	53 15 0	105 8 4	21 10 0
isbury	N.S.	6			2 2 104			7 1 0
isbury, St. Leonard's	N.S.	4			7 14 42	65 0 0	70 8 4	420 5 10
isbury, St. Leonard's	N.S.	4	577 4 0	1856		8 6 8	26 5 0	73 15 0
isbury, St. Leonard's	N.S.		80 0 0	1850	2 3 4			
isbury-on-Trym, Girls	N.S.	3	8 10 0	1853	3 19 2	59 11 8	123 8 4	7 10 0
"	N.S.		9 0 0	1854				
"	N.S.		12 6 8	1855				
"	N.S.		150 0 0	1857				
isbury-on-Trym, Infants	N.S.	3				10 1 8		143 10 0
isbury-on-Trym (Edmond's Endowed)	N.S.	3			3 18 9			256 10 0
isbury-on-Trym	N.S.		67 0 0	1844	6 4 0			
"	N.S.		23 19 2	1840				
"	N.S.		31 13 0	1857				

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants for Refectory and Industrial Schools.
		Amount.	Date of Payment.						
GLOUCESTERSHIRE—cont.									
Weston-sub-Edge - N.S.				1 13 4					
Whiteshill - N.S.	2	35 0 0	1845	1 9 3				7 0 0	
" - "		15 15 0	1849						
Whitminster, or Wheatenhurst - Ch. S.	4	90 0 0	1851					3 12 0	
Winstone - N.S.		*26 0 0	1839						
Winterbourne - N.S.	3				10 0 0		214 16 8	12 0 0	
Withington - N.S.		273 0 0	1857	4 0 2					
Wotton-under-Edge B.S.	4	15 0 0	1853	7 3 5	70 10 0		368 10 6	66 7 0	
Yate - N.S.	3	105 0 0	1855						
HAMPSHIRE.									
Abbott's Ann - N.S.	9				164 16 8	44 11 8	414 76 8	41 2 0	
Alresford - B.S.	5	19 0 0	1856	1 17 3			63 0 0	19 1 0	
Alresford, Old - N.S.	10			3 19 2	37 10 0		476 5 0		
Alresford, New - N.S.	10	*80 0 0	1836	7 10 1	100 6 8		135 16 8	38 3 0	
Alresford (The Grange) - N.S.	9			1 6 8	78 13 4		73 6 8		
Alton - N.S.	9	200 0 0	1841	13 6 0	67 6 8		742 16 8	17 6 0	
Alton, Boys - B.S.	5			11 14 11	168 16 8		714 0 0	59 2 0	
Alton (Messrs. Crowley's), Girls - B.S.	5				48 0 0		368 8 4	40 12 0	
Alverstoke - N.S.	8	174 0 0	1842	7 12 11	241 8 4	83 6 8	600 19 2	81 6 0	
" - "		52 10 0	1851						
Alverstoke, New Town, Infants - N.S.	8	200 0 0	1854				15 0 0	19 6 0	
" - "		64 12 0	1855						
Andover - N.S.	9				21 0 0		186 11 5		
Andover - B.S.		*170 0 0	1834						
Basingstoke - P.U.	4						10 0 0		
Baughurst - N.S.		50 0 0	1843						
" - "		25 0 0	1844						
Beechwood - B.S.	6			8 15 3	103 15 0		349 0 0	77 1 0	
Bentley - N.S.	4	100 0 0	1843	6 19 4	22 18 4		517 18 4	53 19 0	
Bighton - N.S.	3			2 5 1	58 3 4		100 0 0		
Binstead - N.S.	3	198 17 6	1855					4 5 0	
Bishopstoke - N.S.	9	68 0 0	1844	2 16 2	80 0 0		249 10 0	31 4 0	
" - "		6 7 0	1847						
Bitterne - N.S.	10			4 0 7	68 15 0		221 15 0	52 11 0	
Blendworth - N.S.		8 18 0	1857						
Boldre, East - N.S.	10	72 0 0	1842	1 0 7			161 10 0		
Botley - N.S.	4	262 0 0	1856	3 12 3	13 5 0		19 3 4	13 15 0	
Bournemouth - N.S.	9				40 0 0		100 0 0	24 16 0	
Brading - N.S.	7	136 0 0	1844	12 1 0	59 2 6		82 10 0	7 12 0	
Brading - B.S.		291 0 0	1847	1 0 11					
Bransgore - N.S.		50 0 0	1854						
Brixton (I. of W.) - N.S.	8	*80 0 0	1837	5 4 0	126 15 4		200 18 4	36 2 0	
" - "		47 7 0	1856						
Broughton - N.S.		*20 0 0	1835						
Broughton and Bosington - N.S.	4			2 3 2	23 15 0		43 15 10	13 14 0	
Buriton - N.S.	9			1 9 4	46 13 4		81 5 0	3 11 0	
Burley - N.S.	10	45 0 0	1842	1 3 4	28 15 0		149 3 4	37 14 0	
Burley-Ville - N.S.		228 0 0	1855	2 8 2					
Bureledon - N.S.	7	*46 0 0	1836		13 15 0			18 10 0	
Calbourne (I. of W.) - N.S.	8	*60 0 0	1837	2 1 1			97 10 0	4 0 0	
" - "		45 0 0	1849						
Candover, Brown - N.S.	9			3 0 0	85 0 0	25 0 0	176 3 4	4 15 0	
Carisbrooke (I. of W.) - N.S.	8	50 0 0	1843	0 18 1			45 0 0	11 0 0	
" - "		22 1 0	1855						
Catherington - N.S.		80 0 0	1852	1 0 2					
Chawton - N.S.	9				61 18 4		258 13 4	39 17 0	
Chilbolton - N.S.	4	35 0 0	1844					11 18 0	
Chillerton - N.S.	7				4 0 0		16 0 10	27 14 0	
Christ Church - N.S.				1 7 6					
Christ Church - P.U.	7						48 15 0		
Church Oakley - N.S.	3				11 13		70 12 4	40 0 0	

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	Amount.	Date of Payment.						
IMPERIALIST: cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
the Common - N.S.	97 0 0	1845						
here and Fryers								
the - N.S.	33 0 0	1843	13 10 0					
the - N.S.	20 0 0	1841	2 1 8			90 0 0		
the East - N.S.	*75 0 0	1836	2 13 44	15 0 0			7 2 0	
the West - N.S.	41 0 0	1836	4 3 11	12 10 0		7 10 0	16 14 0	
the West - B.S.	*60 0 0	1838						
the - Par. 10				48 15 0		65 0 0	9 10 0	
the Endowed - N.S.	*53 0 0	1836	4 7 64			67 10 0		
the Girls - N.S.							4 0 0	
the Crondall - N.S.	150 0 0	1844						
the - N.S.	60 0 0	1840	0 10 6					
the - N.S.	*50 0 0	1839						
the East - N.S.	107 0 0	1837		33 15 0		3 15 0	5 5 0	
the - N.S.	20 0 0	1847						
the - N.S.						25 0 0	4 0 0	
the North - N.S.	30 0 0	1844						
the - N.S.	45 0 0	1854						
the - N.S.	158 0 0	1850	3 6 82	13 15 0		20 11 0	9 18 0	
the - N.S.	31 10 0	1854						
the (Crocker								
the - N.S.	41 0 0	1840	4 4 92	141 0 0		376 5 0	46 7 0	
the - N.S.	100 0 0	1833						
the - N.S.	5 13 0	1837						
the Evening S.			5 0 0					
the - B.S.	*90 0 0	1836						
the (near Alton)								
the - N.S.				17 13 4		175 15 0	10 10 0	
the - N.S.				15 3 4				
the - N.S.	*115 0 0	1837	6 0 44	91 13 4		386 1 8	51 5 0	
the - B.S.			4 1 44			471 3 4	40 1 0	
the - N.S.	*63 10 0	1834						
the - Ch. S.	740 0 0	1837	7 14 74					
the - N.S.	180 0 0	1850	6 8 102			7 5 0	19 10 11	
the St. Mat-								
the - N.S.	400 0 0	1845	13 9 0	142 5 0		363 14 2	53 19 0	
the (Prepara-								
the - N.S.			1 6 104	5 7 6		163 11 8		
the - N.S.	40 0 0	1846						
the - N.S.	225 0 0	1850	2 14 74				8 16 0	
the - N.S.	53 0 0	1843						
the - N.S.	60 0 0	1845						
the Reformatory								319 6 32
the Westall - N.S.						3 15 0	11 7 0	
the Whitney - N.S.	70 0 0	1846					6 9 0	
the and Red-								
the - N.S.	50 0 0	1847	7 10 11	86 12 6		60 0 0	36 19 0	
the - N.S.	9 0 0	1852						
the - N.S.	2 15 0	1854						
the - N.S.	*75 0 0	1835						
the - N.S.	*50 0 0	1833						
the - N.S.	*48 0 0	1839						
the Endowed - 10			2 3 44				0 12 0	
the - N.S.	45 0 0	1845						
the - N.S.	70 0 0	1843		30 0 0				
the - N.S.	14 0 0	1847						
the Priors								
the of Portsmouth's)				20 12 6		7 5 0	9 14 0	
the Tarrant								
the - N.S.	150 0 0	1847						
the St. Bartho-								
the - N.S.	70 0 0	1847	6 12 84	137 0 0		319 14 2	16 16 0	
the - N.S.	9 0 0	1848						
the - N.S.	18 0 0	1840						
the - N.S.	50 0 0	1835						
the - N.S.	3 8 6	1856						
the - N.S.	50 0 0	1858						
the - N.S.	23 0 0	1854						
the Cross	*62 10 0	1854						
the - N.S.			2 1 84			106 13 4	11 15 0	

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	Amount.	Date of Payment.						
HAMPSHIRE—cont.								
Longstock - N.S.	9	-	-	-	-	-	-	-
Lymington - N.S.	8	1836	9 0 0	18 0 0	-	32 10 0	28 9 0	-
Lyndhurst - N.S.	10	1850	7 18 7	90 8 4	-	416 5 0	68 2 0	-
Lyss - N.S.	-	1841	1 4 1	181 15 0	-	391 15 0	-	-
Medsted - N.S.	-	1845	-	-	-	-	-	-
Medine, East, Schoolmasters' Association -	-	-	0 15 0	-	-	-	-	-
Meon, East - N.S.	10	1845	2 16 0	-	-	46 10 0	30 11 0	-
Meon, West - N.S.	10	1853	2 2 0	74 0 10	48 15 0	406 8 4	60 13 0	-
Meonstoke - N.S.	-	1842	-	-	-	-	-	-
Milford - N.S.	7	1842	1 18 10	42 10 0	-	15 0 0	8 1 0	-
Millbrook - Ch.S.	-	-	2 15 5	-	-	-	-	-
Milton - N.S.	-	1837	1 0 0	-	-	-	-	-
Netley - N.S.	4	1851	-	17 10 0	-	3 15 0	3 3 0	-
Newport - N.S.	7	1856	6 9 8	157 17 6	-	624 18 4	52 5 0	-
Newport - B.S.	-	1837	-	-	-	-	-	-
Newton Valence, Infant S.	6	1846	-	-	-	-	4 5 0	-
Newtown, (near Droxford) - Ch.S.	10	1857	0 18 8	-	-	52 10 0	12 17 0	-
Niton (I. of Wight) - N.S.	4	-	-	-	-	-	2 4 0	-
Northwood - N.S.	4	-	3 16 8	-	-	-	9 4 0	-
Oakfield, St. John's - N.S.	8	1846	4 16 0	53 6 8	-	278 0 0	32 11 0	-
" " " " -	-	1849	-	-	-	-	-	-
" " " " -	-	1852	-	-	-	-	-	-
Odiham - N.S.	3	1856	-	-	-	-	-	-
" " " " -	-	1840	7 15 2	48 10 0	-	324 0 10	40 19 0	-
" " " " -	-	1852	-	-	-	-	-	-
" " " " -	-	1853	-	-	-	-	-	-
" " " " -	-	1857	-	-	-	-	-	-
Overton - N.S.	4	1839	-	24 10 0	-	-	16 18 0	-
" " " " -	-	1849	-	-	-	-	-	-
Owslebury - N.S.	-	1841	1 5 4	-	-	-	-	-
Petersfield - N.S.	9	1837	9 16 11	190 15 8	62 1 8	451 17 6	105 1 0	-
" " " " -	-	1855	4 12 6	41 0 0	-	146 3 4	55 4 0	-
Petersfield - B.S.	5	-	-	-	-	-	-	-
Portsea, Church Schoolmasters' Association -	-	-	1 0 0	-	-	-	-	-
Portsea - R.C.	-	-	2 11 4	-	-	-	-	-
Portsea, Beneficial Society's School -	8	1837	10 2 9	150 0 0	-	1,008 15 0	72 2 0	-
Portsea Island - P.U.	11	-	-	-	-	350 9 1	-	-
Portsea, All Saints' - N.S.	8	1847	17 8 5	287 10 0	-	1,263 17 6	67 18 0	-
" " " " -	-	1848	-	-	-	-	-	-
" " " " -	-	1851	-	-	-	-	-	-
" " " " -	-	1853	-	-	-	-	-	-
" " " " -	-	1855	-	-	-	-	-	-
Portsea Town, St. John's and Trinity - N.S.	8	1847	8 8 1	115 9 2	-	588 3 4	-	-
" " " " -	-	1850	-	-	-	-	-	-
Portsea, Free - N.S.	-	1856	4 17 2	-	-	-	-	-
Portsmouth, Royal Victoria Infant School, (Bath Square Point) -	-	1845	-	-	-	-	-	-
" " " " -	-	1849	-	-	-	-	-	-
Portsmouth - N.S.	8	1846	4 8 0	187 0 10	-	902 0 0	35 15 0	-
Redhill, St. John's - N.S.	-	1847	-	-	-	-	-	-
Ringwood - N.S.	9	1849	13 6 6	124 5 10	-	558 1 8	79 9 0	-
" " " " -	-	1851	-	-	-	-	-	-
Romsey - N.S.	9	1854	7 8 7	108 3 4	-	537 15 0	86 19 0	-
" " " " -	-	1857	-	-	-	-	-	-
Romsey - B.S.	6	1848	3 12 5	75 8 4	-	373 6 8	42 15 0	-
" " " " -	-	1854	-	-	-	-	-	-
Rumbridge - N.S.	-	1845	-	-	-	-	-	-
Ryde - N.S.	8	1850	8 0 8	92 10 10	-	478 18 4	37 9 0	-
" " " " -	-	1857	-	-	-	-	-	-
Ryde - B.S.	-	1841	-	-	-	-	-	-
Sandown - N.S.	-	1857	-	-	-	-	-	-

α Scientific apparatus

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	Amount.	Date of Payment.						
LEICESTER—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
St. Mary's - N.S.	62 0 0	1847						
St. Mary's - N.S. 10	73 0 0	1844	1 10 7	-	-	277 13 4		
St. Mary's - Ch.S. 8	117 0 0	1851		8 15 0	-	100 0 0	15 12 0	
St. Mary's - N.S.	60 0 0	1847	1 16 8					
St. Mary's - N.S.	-	-	1 7 8					
St. Mary's - N.S. 10	-	-	2 18 9	110 0 0	-	226 15 0	36 6 0	4 15 2
St. Mary's - N.S. 9	160 0 0	1848	3 9 2½	232 3 4	-	1,200 15 0	34 0 0	
St. Mary's - N.S.	74 0 0	1846						
St. Mary's - N.S.	30 0 0	1847						
St. Mary's - N.S.	247 9 8	1837						
St. Mary's - N.S. 10	563 0 0	1850	13 17 8½	217 7 6	-	500 0 0	34 5 0	
St. Mary's - N.S. 10	*100 0 0	1836	-	-	-	16 5 0		
St. Mary's - B.S.	*85 0 0	1835						
St. Mary's - B.S.	*180 0 0	1839						
St. Mary's - N.S. 10	-	-	-	-	-	15 0 0		
St. Mary's - N.S. 10	-	-	-	70 0 0	-	143 15 0	23 12 0	
St. Mary's - N.S.	300 0 0	1836						
St. Mary's - N.S. 7	700 0 0	1838	9 13 10½	23 6 8	-	46 10 0		
St. Mary's - N.S.	48 10 0	1837						
St. Mary's - N.S. 10	180 0 0	1841	20 18 2	145 3 4	40 8 4	731 6 8	79 12 0	5 9 6
St. Mary's - N.S.	100 0 0	1844						
St. Mary's - N.S.	60 0 0	1854						
St. Mary's - N.S.	60 0 0	1856						
St. Mary's - N.S.	175 0 0	1850	3 18 0					
St. Mary's - N.S.	136 0 0	1857						
St. Mary's - N.S.	268 15 0	1855						
St. Mary's - N.S.	371 5 0	1853						
St. Mary's - N.S. 8	390 0 0	1852	5 12 9½	161 10 0	-	190 16 0	23 3 0	
St. Mary's - N.S.	318 10 0	1850						
St. Mary's - N.S.	50 0 0	1852						
St. Mary's - N.S.	32 0 0	1851						
St. Mary's - N.S.	45 0 0	1844						
St. Mary's - N.S. 10	-	-	-	102 11 8	-	255 0 0	11 16 0	
St. Mary's - N.S. 9	156 0 0	1840	3 6 5½	80 0 0	25 0 0	323 10 0	34 8 0	
St. Mary's - N.S.	66 0 0	1840						
St. Mary's - N.S.	-	-	1 9 6½					
St. Mary's - N.S. 4	50 0 0	1844	4 1 8½	-	-	-	23 5 0	
St. Mary's - N.S. 11	45 0 0	1844	1 0 1	54 0 0	-	175 0 0		
St. Mary's - N.S.	63 0 0	1846	0 16 8	-	-	-		
St. Mary's - N.S. 9	-	-	-	40 0 0	-	29 0 0	23 4 0	
St. Mary's - N.S.	-	-	2 2 2½	-	-	-		
St. Mary's - B.S.	*50 0 0	1834	3 16 5½	69 7 6	-	301 0 0	37 16 0	
St. Mary's - N.S. 9	45 0 0	1843						
St. Mary's - N.S.	21 0 0	1853						
St. Mary's - N.S. 4	-	-	-	-	-	70 0 0		
St. Mary's - N.S. 9	-	-	-	51 13 4	-	224 10 0	11 16 0	
St. Mary's - N.S.	47 0 0	1843						
St. Mary's - N.S. 9	*48 0 0	1839				84 7 6		
St. Mary's - N.S. 8	-	-	3 16 5½	106 5 0	-	252 5 0	80 10 0	
St. Mary's - N.S. 7	35 0 0	1853	1 10 0	-	-	-	6 8 0	
St. Mary's - N.S. 7	126 0 0	1839	3 16 3	45 16 8	-	12 10 0	14 4 0	
St. Mary's - N.S.	95 0 0	1846	-	295 0 0	-	-		
St. Mary's - N.S.	79 0 0	1853						
St. Mary's - N.S.	17 0 0	1856						
St. Mary's - N.S. 9	-	-	-	62 10 0	-	60 0 0	6 18 0	
St. Mary's - N.S.	*72 0 0	1839						

a Retiring pension.

L 4

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants for Refectory and Industrial Schools.
	Amount.	Date of Payment.						
HAMPSHIRE—cont.								
Weyhill - Ch.S.	102 5 0	1856						
Whippingham - N.S. 4	106 0 0	1851	3 15 0	11 5 0	-	3 15 0	7 2 0	
Whitchurch - N.S. 9	256 0 0	1846	2 14 2	68 10 0	-	123 15 0	43 1 0	
Whitchurch - Wes. 3	26 0 0	1855						
Wickham - N.S. 4	-	-	3 0 0	33 0 0	-	36 5 0	11 1 0	
Wight, Isle of - P.U. 10	-	-	-	65 3 4	-	138 16 8		
Winchester, Central N.S. 9	-	-	10 12 6	238 10 0	-	828 11 8		
Winchester, St. John's - N.S.	376 0 0	1857						
Winchester, St. Michael's - N.S., 10	90 0 0	1850	3 6 0	244 17 6	-	148 0 0	19 12 0	
" " - "	19 0 0	1856						
" " - "	113 19 8	1857						
Winchester, St. Peter's (Cheesehill) - N.S. 10	70 0 0	1842	-	67 10 0	-	132 10 0	19 13 0	
" " - "	55 0 0	1845						
Winchester, St. Thomas' N.S. 9	113 0 0	1846	9 17 4	138 11 8	-	321 3 4	31 11 0	
" " - "	63 0 0	1850						
" " - "	25 0 0	1854						
Winchester, Trinity (late St. Maurice's), - N.S. 10	145 0 0	1845	6 9 7	243 10 0	-	628 16 8	36 19 0	
" " - "	84 0 0	1849						
Wotton - Par. 4	-	-	-	2 10 0	-			
Woodhay, East - N.S.	50 0 0	1837						
" " - "	46 0 0	1857						
Woolton Hill - N.S. 9	80 0 0	1850	2 3 11	-	-	170 11 8	45 16 0	12
Wymering and Widley - N.S.	130 0 0	1849						
Yarmouth - N.S. 4	438 0 0	1855	3 14 1	-	-	22 5 0	27 7 0	
HEREFORDSHIRE.								
Almeley - N.S.	5 0 0	1850	1 11 3					
Ashperton and Canon Frome - N.S. 10	188 0 0	1855	-	-	-	-	1 17 0	
Ballingham - N.S.	-	-	1 6 8	-	-	-		
Bosbury, Boys - N.S. 7	118 10 0	1849	7 7 5	-	-	249 17 6		
" " - "	5 0 0	1849						
Bosbury, Girls - N.S. 7	-	-	-	10 0 0	-	161 5 0	7 0 0	
Brampton Brian - N.S. 7	-	-	3 4 9	33 15 0	-	15 0 0	1 7 0	
Bridstow - N.S. 7	90 0 0	1849	1 10 5	40 0 0	-	83 15 0	6 13 0	
Bromyard, Girls - N.S. 11	-	-	1 5 3	8 6 8	-			
Bromyard - B.S. 4	-	-	2 7 8	40 10 0	-	100 0 0	29 8 0	
Caple, King's - N.S.	35 0 0	1843						
Clifford - N.S.	50 0 0	1837						
Cradley - N.S. 11	233 0 0	1856	-	25 0 0	-	34 8 4	19 15 0	
Croft and Yarpole - N.S. 6	-	-	-	81 5 0	-	195 0 0	10 10 0	
Dewchurch, Much - N.S. 8	-	-	-	13 15 0	-	-	3 6 0	
Dilwyn - N.S. 7	115 0 0	1846	3 12 7	37 10 0	-	226 13 4	11 18 0	
" " - "	22 0 0	1856						
Dynesford - N.S.	35 0 0	1840						
Eardisley - N.S.	256 0 0	1857						
Eaton-Bishop - N.S. 7	40 0 0	1844	-	32 10 0	-	32 10 0	17 6 0	
" " - "	70 0 0	1852						
Ewyas Harold - N.S.	56 0 0	1846						
Frome, Bishop's - N.S.	80 0 0	1844						
" " - "	25 0 0	1849						
Goodrich - N.S. 8	311 14 0	1854	5 1 8	54 4 2	-	76 7 6	17 19 0	
" " - "	62 0 0	1857						
Hatfield - N.S. 8	-	-	-	28 8 4	-	117 14 2	3 10 0	1
Hentland and Hoarwithy - Par. 7	-	-	-	48 6 8	-	15 0 0	7 16 0	
Hereford, St. Martin's - N.S. 8	-	-	1 6 7	-	-	25 5 0	9 11 0	
Hereford, St. Peter's N.S. 7	290 0 0	1839	-	-	-	29 0 0		
" " - "	58 0 0	1842						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
BERKSHIRE—cont.								
Beddington, Boudamore's	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bury - - - N.S. 7	540 0 0	1854	7 15 1	144 6 8	- -	330 10 0	18 3 0	
	16 0 0	1855						
Blue Coat N.S. 7	87 0 0	1857	- -	153 5 0	- -	400 5 0		
Upper Hill - N.S.	225 16 1	1855						
St. John's N.S.	80 5 0	1850	1 0 4					
Church, En-								
low - - - N.S.	45 0 0	1847						
Spad - - - N.S.	75 0 0	1847						
St. and Thrux-								
ton - - - N.S.	90 0 0	1846						
ton - - - N.S. 8	*150 0 0	1838	- -	11 5 0	- -	23 1 8	17 12 0	
bury - - - N.S. 7	117 10 0	1851	- -	34 10 0	- -	154 5 0	23 5 0	
Marlborough, En-								
low - - - N.S. 7	250 0 0	1846	4 6 10½	68 15 0	- -	424 0 0	31 6 0	
	11 4 4	1851						
	52 0 0	1855						
Master, Boys - B.S. 4	- - -	- -	3 3 11½	40 17 6	- -	84 10 0	2 2 0	
Master, Girls - B.S. 6	- - -	- -	2 6 4½	12 10 0	- -	71 3 4	6 8 4	
Master - - - N.S. 8	- - -	- -	1 12 11½	73 3 4	- -	31 13 4	1 10 0	
Marlborough - Ch.S. 10	183 0 0	1856	1 2 5½	64 10 0	- -	52 10 0	9 4 0	
Marlborough - N.S.	202 5 0	1853						
Marlborough - N.S. 7	172 5 0	1853	- -	30 0 0	- -	48 15 0	15 18 0	
Marlborough (N.S.) - N.S. 7	237 0 0	1853	2 11 9½	108 8 4	- -	148 10 10	19 0 0	
Marlborough - N.S.	108 0 0	1854						
Marlborough - N.S.	312 0 0	1855	2 0 0½	- -	- -	- -	3 0 0	
Marlborough (N.S.) - B.S. 4	*100 0 0	1837	2 2 8	3 15 0	- -	89 0 0	35 2 0	
Marlborough - B.S.	*100 0 0	1837						
Marlborough - B.S.	250 0 0	1840						
Marlborough - B.S.	100 0 0	1844						
Marlborough - B.S.	18 10 0	1855						
Marlborough - N.S.	33 10 0	1849						
Marlborough - N.S.	16 15 0	1850						
Marlborough - N.S. 7	179 0 0	1856	2 4 0½	85 10 0	- -	75 0 0	10 18 0	
Marlborough - N.S.	90 0 0	1857						
Marlborough, Saint - N.S.	82 0 0	1847						
Marlborough - Ch.S. 8	164 0 0	1836						
Marlborough - N.S. 11	- - -	- -	- -	- -	- -	- -	7 18 0	
Marlborough - N.S.	42 0 0	1846						
BERKSHIRE.								
Marlborough, St. - N.S.	*50 0 0	1836						
Marlborough, St. Peter's - N.S.	79 0 0	1846						
Marlborough - Ch.S. 5	100 0 0	1851	2 5 0	20 0 0	- -	38 13 4	11 0 0	
Marlborough - Ch.S. 6	- - -	- -	2 0 4	58 8 4	- -	56 13 4		
Marlborough, Great - N.S. 8	- - -	- -	1 14 0	54 0 0	- -	362 0 0	64 6 4	
Marlborough - N.S.	111 4 0	1854	1 11 8					
Marlborough, Endowed - N.S.	61 15 11	1849	1 6 9½					
Marlborough - B.S. 4	*60 0 0	1839	- -	3 15 0	- -	3 15 0		
Marlborough - N.S.	*200 0 0	1834						
Marlborough, Chipping - N.S.	60 0 0	1846						
Marlborough - N.S. 4	- - -	- -	- -	- -	- -	- -	20 11 0	
Marlborough - N.S. 2	45 0 0	1857	- -	- -	- -	1 5 0	3 5 0	
Marlborough - N.S. 7	112 10 0	1850	3 8 0½	87 12 6	- -	144 8 4	59 15 0	
Marlborough - N.S.	50 0 0	1856						
Marlborough - N.S.	45 0 0	1848						
Marlborough, Great, North Church - N.S. 5	*100 0 0	1838	- -	40 13 4	- -	56 15 0		
Marlborough, Great - B.S.	*130 0 0	1834						
Marlborough - N.S.	75 0 0	1842						
Marlborough - N.S. 8	- - -	- -	- -	12 0 0	- -	- -		
Marlborough - N.S. 5	80 0 0	1848	1 1 2½	16 5 0	- -	15 0 0	2 10 0	

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Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
BERKSHIRE—cont.								
St. N.S. 7	74 0 0	1841	1 12 11	7 10 0				
St. N.S. 7	15 13 10	1854	6 9 4					
St. N.S. 7	253 0 0	1850		55 10 0		90 0 0	58 11 0	
St. N.S. 7	27 0 0	1855						
St. B.S. 7	75 0 0	1840						
St. N.S. 7	40 0 0	1837						
St. N.S. 7	30 0 0	1846						
St. N.S. 3								
St. N.S. 7	52 0 0	1848	6 6 10	94 15 0		50 0 0	69 12 0	
St. N.S. 7	7 0 0	1846						
St. N.S. 7	70 0 0	1854						
St. N.S. 7	92 0 0	1854	2 2 0					
St. N.S. 7	46 0 0	1851						
St. N.S. 7	41 0 0	1851						
St. Bishop's, including School			3 0 0	96 11 8			7 17 0	
St. Bishop's							2 19 0	
St. Bishop's, in Town								
St. Bishop's								
St. N.S. 6				4 3 4		21 5 0		
St. B.S. 4	150 0 0	1840	4 3 4	15 0 0		3 15 0	9 0 0	
St. N.S. 4	100 0 0	1847						
St. N.S. 4	44 0 0	1856						
St. N.S. 3	128 0 0	1856				2 10 0		
St. N.S. 3	182 0 0	1848						
St. N.S. 7	13 0 0	1837		10 0 0		119 0 0		
St. N.S. 7	490 0 0	1844		21 13 4				
St. B.S. 7	75 0 0	1839						
St. N.S. 6	60 0 0	1838	5 0 0	6 10 0		42 1 8	14 11 0	
St. N.S. 6	130 0 0	1842						
St. N.S. 6	82 0 0	1855						
St. N.S. 4			4 0 10					
St. N.S. 4			2 16 0	18 6 8				
St. N.S. 5			5 9 2	49 14 2		32 10 0	26 7 0	
St. N.S. 5	25 0 0	1842						
St. N.S. 5	20 0 0	1844						
St. N.S. 5	20 0 0	1848						
St. N.S. 8	100 0 0	1847						
St. N.S. 8			2 4 11	108 18 4	84 3 4	155 6 8	28 14 0	12 0 6
St. N.S. 8			13 6 8					
St. N.S. 8	60 0 0	1846						
St. N.S. 8	40 0 0	1837						
St. N.S. 8	30 0 0	1846						
BUTTINGDOWNSHIRE.								
St. N.S. 42	42 0 0	1845						
St. N.S. 75	75 0 0	1848						
St. N.S. 5				33 0 0		37 10 0	8 15 0	
St. N.S. 5	15 0 0	1850						
St. N.S. 5	32 0 0	1856						
St. Ch. S. 4			12 2 6	155 17 6		285 10 0	36 5 0	
St. N.S. 4	60 0 0	1844						
St. N.S. 4	42 0 0	1845						
St. B.S. 3	100 0 0	1840	4 6 8			173 15 0	5 8 0	
St. N.S. 3	60 0 0	1846	1 19 9					
St. N.S. 3	144 0 0	1847	1 1 8	56 6 8		115 3 4	37 15 0	
St. B.S. 2			1 15 10	26 5 0		32 10 0	7 16 0	
St. B.S. 2	364 10 0	1856						
St. Ch. of E. 3				68 15 0			3 11 0	
St. N.S. 3	32 0 0	1855	7 17 7	62 10 0		75 0 0	6 0 0	
St. N.S. 4	83 0 0	1855		68 0 0		36 5 0	8 17 0	
St. N.S. 4								
St. N.S. 4						52 10 0		

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants at a rate of 1s. 6d. per scholar.
	Amount.	Date of Payment.						
HUNTINGDONSHIRE—cont.								
Ives, Saint - - N.S. 3	250 0 0	1845	6 0 0	66 11 8	-	512 10 0	13 10 0	
" - - - - -	80 0 0	1846						
" - - - - -	18 0 0	1851						
" - - - - -	46 0 0	1853						
Ives, Saint - - B.S. 3	-	-	3 0 1	76 13 4	-	256 1 8	67 17 0	
Neots, Saint - - N.S. 3	146 0 0	1842	6 10 0½	-	-	-	8 6 0	
" - - - - -	20 4 4	1857						
Neots, Saint - - H.S. 2	-	-	2 9 5	11 5 0	-	-	-	
Neots, Saint, Charity S. - 3	44 0 0	1855	1 13 6½	47 1 8	-	22 6 8	40 5 0	
Neots, Saint - - Wes. 2	-	-	4 5 8½	186 10 0	55 0 0	240 5 0	46 1 0	
Offord-Chuney - - N.S.	48 0 0	1847						
" - - - - -	23 10 0	1850						
" - - - - -	18 0 0	1856						
Orton Longville - Ch.S.	172 16 0	1854	1 13 4½					
Orton Waterville - N.S.	63 0 0	1850	1 5 4½					
Ramsay - - - - - Wes. 3	-	-	2 0 0	17 10 0	-	16 10 0	9 15 0	
Ripton, King's - - N.S.	40 0 0	1845						
Sawtrej - - - - - N.S.	92 0 0	1841						
Sawtrej - - - - - Wes. 12	-	-	2 10 4½	-	-	-	9 0 0	
Spaldwick - - - - N.S.	60 0 0	1847						
Stanground - - - - N.S.	65 0 0	1846	1 1 6					
Stilton - - - - - N.S.	75 0 0	1846						
Stukeley, Great - N.S.	45 0 0	1845						
Thurning - - - - - N.S.	26 10 0	1843						
Warboys - - - - - N.S. 3	-	-	-	75 0 0	-	179 5 0	10 10 0	
Weston, Old - - - N.S.	50 0 0	1844						
Wickham - - - - - N.S.	-	-	2 2 1½					
Wistow - - - - - N.S.	50 0 0	1842	0 7 8					
Woodhurst - - - - N.S.	42 0 0	1843						
" - - - - -	40 0 0	1845						
" - - - - -	12 0 0	1846						
Yaxley, Endowed School	128 0 0	1840						
KENT.								
Appledore and Ebony - N.S.	120 0 0	1848						
" - - - - -	21 12 0	1856						
Ashford - - - - - N.S. 7	206 0 0	1843	28 3 11½	185 10 0	-	963 15 10	71 7 1	
" - - - - -	30 0 0	1851						
" - - - - -	47 0 0	1855						
" - - - - -	11 0 0	1856						
" - - - - -	42 4 0	1856						
" - - - - -	17 10 0	1857						
Ashford - - - - - H.S. 8	-	-	9 1 5	80 0 0	-	106 13 4	65 8 0	
Ashford, South Eastern Railway Company's - N.S. 7	-	-	-	7 10 0	-	-	-	
Aylesford, Educational Society's - - - - - N.S. 7	-	-	5 18 8	36 10 0	-	56 9 2	4 7 11	
Aylesford, Presten Hall, Infant - - - - - Ch.S. 6	-	-	-	34 16 8	-	-	3 12 0	
Bapchild and Tonge - N.S. 7	137 12 6	1854	2 8 8	7 10 0	-	75 16 8	4 8 8	
Barham - - - - - N.S. 7	-	-	7 19 0½	62 10 0	-	440 3 4	13 10 0	
Barning - - - - - N.S.	50 0 0	1842	1 10 0					
" - - - - -	263 0 0	1856						
Bearstead - - - - - N.S. 7	125 0 0	1848	2 5 2½	11 0 0	-	78 15 0	4 0 6	
Beckenham - - - - N.S. 7	-	-	3 19 2½	81 8 4	-	154 6 8	20 17 1	
Bethersden - - - - N.S. 5	175 0 0	1851	4 16 8½	-	-	32 10 0	-	
" - - - - -	7 1 4	1854						
Bexley - - - - - N.S. 4	160 0 0	1837	-	15 0 0	-	-	7 5 0	
" - - - - -	70 0 0	1845						
Bidborough - - - - N.S.	173 0 0	1855						
Biddenden - - - - N.S.	162 0 0	1840						
Birchington - - - - N.S.	120 5 0	1840						
Borden - - - - - N.S. 7	183 0 0	1840	-	7 10 0	-	-	3 18 0	
Boughton - under Blean - - - - - N.S.	100 0 0	1822						

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	Amount.	Date of Payment.						
KENT—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Antton, Malherbe N.S. 5	100 0 0	1847	2 2 8½	-	-	15 3 4	-	-
Antton, Monchelsea	-	-	-	-	-	-	-	-
Antton, N.S. 7	114 0 0	1851	1 10 1	-	-	-	7 0 0	-
Antton, N.S. 7	121 0 0	1846	3 3 5½	133 12 6	-	417 12 6	13 13 5	-
Antton, N.S. 7	102 0 0	1846	6 0 0½	13 15 0	-	153 3 4	8 9 3	-
Antton, N.S. 7	116 10 0	1846	2 0 0½	23 10 0	-	99 11 8	32 9 5	-
Antton, N.S. 6	100 0 0	1852	-	12 10 0	-	-	2 11 0	-
Antton, N.S. 7	145 0 0	1837	6 5 3½	38 10 0	-	62 13 4	5 2 11	-
Antton, N.S. 12	1,100 0 0	1855	7 17 1½	47 15 0	-	55 0 0	13 15 0	-
Antton, N.S. 12	262 0 0	1847	1 11 1½	33 0 10	-	111 5 9	7 16 0	-
Antton, N.S. 3	303 15 0	1851	4 3 9½	56 0 0	-	463 6 8	123 0 10	-
Antton, N.S.	120 0 0	1856	-	-	-	-	-	-
Antton, N.S.	81 0 0	1844	-	-	-	-	-	-
Antton, B.S.	173 10 0	1841	-	-	-	-	-	-
Antton, B.S.	120 0 0	1846	-	-	-	-	-	-
Antton, (Broad Street), Model N.S. 7	720 0 0	1843	24 11 9½	25 0 0	-	1,443 10 0	14 4 8	-
Antton, Night S. 7	-	-	-	-	-	11 13 4	-	-
Antton, St. Mar-	-	-	-	-	-	-	-	-
Antton, St. Paul's N.S. 7	80 0 0	1845	5 8 1	50 0 0	-	271 13 4	21 5 10	-
Antton, St. Mil-	-	-	-	-	-	-	-	-
Antton, N.S. 7	400 0 0	1855	9 7 0½	46 17 6	-	46 13 4	10 17 9	-
Antton, St. Mar-	-	-	-	-	-	-	-	-
Antton, St. Mary	-	-	-	-	-	-	-	-
Antton, N.S. 7	100 0 0	1854	-	9 3 4	-	54 11 8	4 1 3	-
Antton, N.S. 7	-	-	1 7 8½	97 10 0	-	315 4 2	17 2 6	-
Antton, N.S. 9	-	-	-	8 15 0	-	-	-	-
Antton, N.S.	72 0 0	1846	-	-	-	-	-	-
Antton, N.S.	-	-	-	-	-	191 10 0	-	-
Antton, St. John's N.S. 3	-	-	-	18 13 4	-	22 0 0	9 13 4	-
Antton, St. Mary's N.S.	-	-	2 10 4½	-	-	-	-	-
Antton, St. Paul's N.S. 11	733 0 0	1857	2 0 0	19 6 8	-	-	7 7 0	-
Antton and New-	-	-	-	-	-	-	-	-
Antton, N.S.	125 0 0	1846	-	-	-	-	-	-
Antton, N.S.	40 0 0	1849	-	-	-	-	-	-
Antton, N.S.	96 0 0	1841	-	-	-	-	-	-
Antton, N.S. 6	-	-	-	63 13 4	-	-	22 5 0	-
Antton, N.S.	200 0 0	1854	-	-	-	-	-	-
Antton, N.S.	183 0 0	1844	-	-	-	121 17 6	-	-
Antton, N.S. 5	17 0 0	1846	-	-	-	-	-	-
Antton, Milkhouse	-	-	-	-	-	-	-	-
Antton, (Holy Trinity	-	-	-	-	-	-	-	-
Antton, Sunday and	-	-	-	-	-	-	-	-
Antton, N.S.	76 0 0	1841	-	-	-	-	-	-
Antton, N.S.	20 0 0	1847	-	-	-	-	-	-
Antton, N.S.	230 0 0	1839	-	-	-	-	-	-
Antton, N.S. 5	-	-	2 10 0	44 19 2	-	106 5 0	2 0 0	-
Antton, N.S. 5	239 10 0	1857	2 10 0½	3 6 8	-	5 0 0	-	-
Antton, Ch. S. 6	-	-	-	23 15 0	-	-	6 12 0	-
Antton, N.S. 6	101 5 0	1852	-	-	-	-	33 7 0	-
Antton, N.S. 3	92 0 0	1850	1 16 0½	32 10 0	-	35 16 8	14 13 11	-
Antton, N.S.	9 6 8	1855	-	-	-	-	-	-
Antton, N.S.	29 0 0	1837	-	-	-	-	-	-
Antton, N.S. 6	-	-	2 8 0½	21 13 4	-	-	-	-
Antton, Boys Wes. 5	-	-	7 10 2½	66 0 0	-	241 10 0	3 0 0	-
Antton, Waterville	-	-	-	-	-	-	-	-
Antton, Wes. 5	-	-	-	24 6 8	-	272 15 0	4 5 0	-
Antton, N.S. 13	-	-	3 2 9½	72 3 4	-	287 3 4	35 1 6	-
Antton, Par. Ch. S. 13	422 16 8	1853	12 5 8½	103 16 8	-	279 18 4	27 3 0	-
Antton, Wes. 8	-	-	-	55 0 0	-	154 10 0	33 7 0	-
Antton, N.S.	64 10 0	1841	-	-	-	-	-	-
Antton, N.S.	20 0 0	1844	1 11 10	-	-	-	-	-
Antton, St. John's N.S. 5	1,003 0 0	1856	6 0 9½	49 2 8	-	143 13 4	27 7 1	-
Antton, N.S.	532 14 0	1857	-	-	-	-	-	-
Antton, New Street	-	-	-	-	-	-	-	-
Antton, B.S.	110 0 0	1841	-	-	-	-	-	-
Antton, St. Nicholas	-	-	-	-	-	-	-	-
Antton, N.S.	250 0 0	1835	2 2 1½	-	-	-	-	-
Antton, R.C. 1	-	-	2 17 6½	-	-	83 0 0	-	-

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants for Recreational and Industrial Schools.
	Amount.	Date of Payment.						
KENT—cont.								
Detling - - - N.S.	163 4 0	1856	2 1 8					
Dover - - - B.S. 8	437 0 0	1835	7 15 11	85 0 0	-	180 10 0	32 3 0	
" - - - "	32 0 0	1854						
" - - - "	15 15 0	1857						
Dover East Cliff - N.S. 10			1 12 14	60 3 4	-	15 0 0		
Dover, Holy Trinity - N.S. 12	148 0 0	1847	5 10 8	37 18 4	-	15 0 0	13 17 0	
Dover, Home for Young Women - - - N.S. 10								167 1
Downe - - - N.S. 6				39 5 0	-		10 10 0	
Dunstan's, Saint (near Canterbury) - N.S.	177 0 0	1857						
Edenbridge - - - N.S.	200 0 0	1854						
Edenbridge - - - B.S. 7			2 10 0	40 0 0	-		14 18 0	
Egerton, St. James' - N.S.	125 0 0	1846						
" - - - "	9 12 9	1857						
Elham - - - N.S. 5	60 0 0	1845	4 1 0	145 15 0	-	76 9 2	6 14 0	
Elham - - - B.S. 8			2 1 4	40 11 8	-	15 0 0	20 2 0	
Eltham - - - N.S. 9	40 0 0	1841	5 1 8	10 0 0	-	279 3 4		
" - - - "	21 0 0	1849						
" - - - "	136 15 0	1853						
Erith - - - N.S.	103 0 0	1850						
" - - - "	38 0 0	1851						
Eynesford - - - N.S.	70 0 0	1836	3 4 0					
Farleigh, East - - - N.S. 7	34 0 0	1839	3 15 0	81 12 6	-	364 19 2	13 10 10	
" - - - "	120 0 0	1849						
" - - - "	145 0 0	1856						
Farleigh, West - - - N.S.			1 8 8					
Faversham - - - N.S. 7			7 10 7	114 3 4	-	630 18 4	44 5 1	
Faversham - - - B.S. 8			6 16 11	78 6 8	-	419 15 0	25 0 0	
Fawkham, Hartley and Longfield - N.S.	35 0 0	1841						
Folkestone - - - B.S. 8	162 0 0	1840	5 9 5	54 14 2	-	505 8 4	30 0 0	
" - - - "	13 7 4	1853						
" - - - "	11 5 4	1853						
" - - - "	75 0 0	1856						
Folkestone, Ch. Ch. Infants - N.S. 11	94 0 0	1852	4 10 11	10 16 8	-		11 15 0	
Folkestone, St. Mary's and St. Eanswith's - N.S. 12	551 12 6	1855	7 7 9	95 1 8	-	103 0 0	4 13 0	
Frittenden - - - N.S.	65 0 0	1843						
Garlinge, St. James' - N.S. 7	169 0 0	1855					8 15 0	
Goodnestone - - - Par. 5				123 5 0	-	112 10 0	5 8 0	
Gravesend and Milton - - - N.S. 3	400 0 0	1836	7 14 11	191 0 0	-	628 19 2		
" - - - "	100 0 0	1849						
Gravesend, Princess Street - - - B.S. 6				100 5 0	-	207 18 4		
Gravesend, and St. James' - - - N.S.	200 0 0	1855						
Green Street Green Ch. B.	42 10 0	1848	2 1 0					
Greenwich - - - N.S.	83 0 0	1837						
Greenwich - - - P.U. 4						66 10 0		
Greenwich, East Branch, Sunday and Infant School - 6	200 0 0	1844		32 10 0	-	92 15 5		
Greenwich Reformatory - - -								22 1
Greenwich, Holy Trinity (Maidenstone Hill) - - - N.S. 12	320 0 0	1846	12 7 21	116 18 4	-	524 5 0	21 9 8	
" - - - "	253 0 0	1854						
Greenwich (Crown's Hill), St. Ann's - R.C. 3								47
Greenwich, Roan's Charity (East Branch), Grey Coat School - - - N.S. 6			2 5 5		-	128 15 0		
Greenwich, (West Branch), Roan's Grey Coat - - - N.S. 6						168 18 4		
Hadlow - - - N.S.	457 0 0	1849						

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	Amount.	Date of Payment.						
KEST—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Arlestone, - N.S.	111 10 0	1854						
Arlestone, Lower - N.S.	38 0 0	1847						
Arlestone, Ch. S.	90 0 0	1848	3 14 4	145 13 4	-	25 8 4	17 13 0	10 11 10
Arlestone, - N.S. 6	41 9 0	1855	-	124 11 8	-	127 18 4	39 2 0	
Arlestone, - N.S.	41 10 0	1847						
Arlestone, - N.S.			1 8 0					
Arlestone, - N.S. 3	120 0 0	1848	2 9 4	75 12 6	-	180 16 8	34 1 7	
Arlestone, - N.S.	54 0 0	1855						
Arlestone, - N.S.	128 0 0	1848						
Arlestone, - N.S.	*75 0 0	1839	1 6 11					
Arlestone, Ch. Ch. - N.S. 12	300 0 0	1848	5 17 0	22 1 8				
Arlestone, - N.S. 7	400 0 0	1852	10 9 7	233 6 8	-	576 13 4	30 12 1	
Arlestone, - N.S.			2 1 7	82 2 6	-	274 13 4	9 11 8	
Arlestone, - N.S.	212 8 0	1856						
Arlestone, - Par.	12 18 11	1856	1 9 0					
Arlestone, - N.S.	362 0 0	1857						
Arlestone, - N.S.	*45 0 0	1855						
Arlestone, - N.S.	*16 0 0	1836						
Arlestone, - N.S. 9			10 4 8	35 13 4	-	799 6 8	6 14 2	
Arlestone, - N.S.	105 0 0	1851	3 16 6					
Arlestone, St. Mary's - N.S. 12	285 0 0	1857	-	10 0 0	-	-	9 11 0	
Arlestone Bridge - B.S. 12			-	13 15 0	-	-	1 18 0	
Arlestone, - N.S. 7	96 0 0	1848	1 17 9	5 0 0	-	-	5 17 0	
Arlestone (near Chat- - N.S. 3	50 0 0	1847	1 13 4	-	-	2 10 0	3 19 0	
Arlestone, - N.S. 7	200 0 0	1850	3 17 7	55 0 0	-	207 18 4	26 18 0	
Arlestone, Endowed - N.S. 7	186 0 0	1850	1 15 7	-	-	75 0 0		
Arlestone, - P.U. 9			-	-	-	39 11 8		
Arlestone, All Saints - N.S. 7			13 8 6	275 10 0	25 0 0	1,134 2 5	27 10 4	
Arlestone Heath - N.S.	177 15 0	1857						
Arlestone, St. Peter's - N.S.	200 0 0	1846						
Arlestone, Trinity - N.S. 7	480 0 0	1848	13 1 0	265 19 2	-	1,472 10 0		
Arlestone, East - N.S. 7	187 10 0	1850	14 0 10	23 10 0	-	186 0 0	22 13 2	
Arlestone, West, Endowed - N.S. 7	12 6 8	1853	2 14 2	66 8 4	-	95 0 0	21 13 0	
Arlestone, West, Girls - N.S. 7			-	27 10 0	-	41 13 4	19 15 0	
Arlestone, North, Deanery, Schoolmasters' Association -			1 10 1					
Arlestone, St. (at - N.S.	40 0 0	1847						
Arlestone, St. (next - N.S. 2	500 0 0	1854	4 0 0	72 8 4	-	74 0 0	10 3 0	
Arlestone, Night School - B.S. 8	596 0 0	1857	4 0 1	51 10 0	-	8 0 0		
Arlestone, Holy Trinity - N.S. 7	225 0 0	1851	8 11 0	72 10 0	-	93 10 0	14 9 0	
Arlestone, - N.S.	50 0 0	1853				481 12 6	24 10 0	
Arlestone, St. John's, - N.S. 7	475 0 0	1855	8 12 1	122 10 0	63 6 8	79 13 4	16 5 0	
Arlestone, - N.S.	62 0 0	1848						
Arlestone, Ch. Ch. - N.S. 4	20 0 0	1843						
Arlestone (near Sitting - N.S. 6	300 0 0	1849	-	19 5 0	-	6 5 0	7 16 0	
Arlestone (next Grave- - B.S. 6			4 14 0	81 15 0	-	269 16 8		
Arlestone, - N.S. 7	350 0 0	1848	1 10 7	22 10 0	-	-	5 17 0	
Arlestone, - N.S.	45 0 0	1853						
Arlestone, - N.S. 5			-	23 6 8				
Arlestone, - N.S.	40 0 0	1845						
Arlestone, - N.S. 7	105 0 0	1851	4 18 6	77 16 8	-	73 15 0	11 0 8	
Arlestone, St. - N.S. 7	145 10 0	1852	2 0 0	68 5 0	-	120 0 0	21 2 4	
Arlestone, - N.S.	*115 0 0	1838						
Arlestone, - N.S.	25 0 0	1846						
Arlestone and - N.S.	190 0 0	1850						

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	Amount.	Date of Payment.						
Kent—cont.								
Peckham, East - N.S.	7	-	-	£ s. d. 3 13 4	£ s. d. 41 3 4	-	£ s. d. 23 6 8	£ s. 16 11 0
Petham - N.S.	-	1849	-	-	-	-	-	-
Penshurst - N.S.	5	-	-	£ s. d. 2 1 11½	£ s. d. 24 11 8	-	£ s. d. 24 13 4	-
Platt, St. Mary's - N.S.	5	1847	-	-	-	-	-	£ s. 7 4 0
Plaxtol - N.S.	7	1847	-	£ s. d. 2 3 5½	£ s. d. 37 10 0	-	£ s. d. 272 1 8	£ s. 30 7 6
Pluckley - N.S.	7	1851	-	£ s. d. 4 6 11½	£ s. d. 7 10 0	-	£ s. d. 181 13 4	£ s. 25 5 8
Plumstead, Central, Ch.S.	12	1857	-	£ s. d. 7 8 0	£ s. d. 13 0 0	-	£ s. d. 37 15 0	-
Plumstead, East, Endowed - N.S.	8	-	-	£ s. d. 3 16 7½	£ s. d. 23 0 0	-	£ s. d. 38 6 8	£ s. 0 11 0
Plumstead, West, St. James' - N.S.	-	-	-	£ s. d. 3 13 4	-	-	-	-
Plumstead, Burrage Road - B.S.	6	-	-	£ s. d. 4 11 4½	£ s. d. 57 6 8	-	£ s. d. 164 10 0	£ s. 11 14 0
Preston - N.S.	-	1837	-	-	-	-	-	-
Rainham - N.S.	3	1847	-	£ s. d. 3 16 7½	£ s. d. 17 10 0	-	£ s. d. 20 13 4	£ s. 43 15 5
Ramsgate, Ch. Ch. - N.S.	7	1849	-	£ s. d. 8 7 2½	£ s. d. 176 9 2	-	£ s. d. 453 11 8	£ s. 17 2 4
Ramsgate, St. George's - N.S.	7	-	-	£ s. d. 18 3 5½	£ s. d. 121 3 4	-	£ s. d. 435 16 8	£ s. 26 13 0
Ramsgate, St. Lawrence's - N.S.	7	1851	-	£ s. d. 1 6 8	-	-	£ s. d. 199 1 8	£ s. 13 0
Rochester, Dartford, and Shoreham, Ch. Schoolmasters' Association - Rochester, St. Nicholas' - N.S.	3	1849	-	£ s. d. 7 3 8½	£ s. d. 285 3 4	-	£ s. d. 804 1 8	£ s. 35 1 0
Rolvenden - N.S.	-	1836	-	-	-	-	-	-
Romney, New - N.S.	7	1856	-	£ s. d. 3 0 4½	£ s. d. 37 10 0	-	£ s. d. 110 6 8	£ s. 40 13 6
Rusthall - N.S.	4	-	-	£ s. d. 1 4 8½	£ s. d. 97 10 0	£ s. d. 25 0 0	£ s. d. 10 0 0	£ s. 22 10 8
Sandgate - N.S.	-	1846	-	£ s. d. 1 5 6	-	-	-	-
Saltwood - N.S.	11	1855	-	-	-	-	-	£ s. 9 4 0
Sellinge - Ch. of E. - N.S.	7	1847	-	-	£ s. d. 5 0 0	-	-	-
Shadoxhurst - N.S.	-	1837	-	£ s. d. 8 1 2½	£ s. d. 23 15 0	£ s. d. 48 6 8	-	£ s. 24 0 0
Sheerness - N.S.	11	1837	-	-	-	-	-	-
Sheerness - B.S.	-	1837	-	-	-	-	-	-
Sheldwick, the Leys, United - N.S.	7	-	-	£ s. d. 4 6 8½	£ s. d. 16 10 0	-	£ s. d. 41 5 0	£ s. 6 9 0
Shipbourne - N.S.	7	1853	-	-	£ s. d. 30 0 0a	-	-	-
Sissinghurst (Mrs. H. Cleaver's) - N.S.	7	1857	-	-	£ s. d. 16 10 0	-	-	£ s. 7 10 10
Sissinghurst (Lady de Spaen's) - N.S.	7	-	-	-	£ s. d. 5 0 0	-	-	£ s. 8 7 6
Sittingbourne - N.S.	-	1847	-	-	£ s. d. 7 10 0	-	-	£ s. 4 11 0
Smarden, Free - N.S.	-	-	-	£ s. d. 2 0 0½	-	-	-	-
Snodland - N.S.	6	-	-	£ s. d. 1 9 10	-	-	-	£ s. 7 16 0
Southborough - N.S.	5	1845	-	£ s. d. 2 0 9	£ s. d. 19 11 8	-	£ s. d. 38 6 8	-
Southfleet, Endowed - N.S.	-	-	-	£ s. d. 1 3 1½	-	-	-	-
Standford - N.S.	-	1845	-	-	-	-	-	-
Stephen's, St. (near Canterbury) - N.S.	7	1840	-	£ s. d. 1 10 8	£ s. d. 22 10 0	-	£ s. d. 58 15 0	£ s. 8 12 3
Stockbury - N.S.	-	1842	-	-	-	-	-	-
Stowting - N.S.	-	1846	-	-	-	-	-	-
Strood - N.S.	2	1850	-	£ s. d. 5 2 11½	£ s. d. 103 16 8	-	£ s. d. 227 10 10	£ s. 11 13 0
Sturry - N.S.	7	1852	-	£ s. d. 2 11 6	-	-	-	£ s. 15 3 0
Sutton-at-Hone - N.S.	5	1855	-	£ s. d. 3 1 9	£ s. d. 61 5 0	-	£ s. d. 156 0 0	£ s. 18 6 0
Sutton Valence - N.S.	7	1857	-	-	£ s. d. 63 4 2	-	£ s. d. 219 7 6	£ s. 8 8 0
Swanscombe and Stone - N.S.	-	1842	-	£ s. d. 1 3 3½	-	-	-	-
Swingfield Minnis - N.S.	6	1847	-	£ s. d. 1 6 10½	-	-	£ s. d. 65 4 2	-
Sydenham - N.S.	9	1836	-	-	£ s. d. 85 0 0	-	£ s. d. 313 10 0	£ s. 48 19 0
Sydenham - Wes. - N.S.	2	-	-	£ s. d. 2 8 5½	£ s. d. 20 16 8	-	£ s. d. 53 6 8	£ s. 8 8 0
Tenterden - N.S.	6	1844	-	£ s. d. 2 12 9	£ s. d. 24 2 6	-	£ s. d. 32 14 2	£ s. 7 3 0
Tenterden - B.S.	8	1857	-	£ s. d. 7 2 6	£ s. d. 115 18 4	-	£ s. d. 365 0 0	£ s. 25 4 10
Toston - N.S.	6	1853	-	-	£ s. d. 61 5 0	-	£ s. d. 17 10 0	£ s. 80 0 0
Thanet, St. Peter's - N.S.	7	1840	-	£ s. d. 1 0 0½	£ s. d. 81 0 0	-	£ s. d. 220 11 8	£ s. 34 17 8
Tovil, St. Stephen's - N.S.	-	1851	-	£ s. d. 2 9 6	-	-	-	-

a Retiring pension.

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	Amount.	Date of Payment.						
KENT—cont.								
Westercliff - N.S.	54 0 0	1849						
Westercliff - Wes. 8	50 0 0	1854						
Westercliff, St. Stephen's - N.S. 8	250 0 0	1855	4 5 5	46 5 0	-	131 10 0	25 0 0	
Westercliff Wells Chapel - Free S. 5	-	-	4 1 9	10 0 0	-	19 5 0		
Westercliff Wells, R.C. - R.C.	-	-	2 6 8					
Westercliff Wells, Trinity - N.S. 5	-	-	-	34 0 0	-	100 15 0	2 8 9	
Westercliff Wells, Trinity, Middle - N.S. 5	-	-	-	41 13 4	-	-	2 18 6	
Westercliff, Church - N.S.	54 0 0	1847						
Westercliff and Ringfield - N.S. 12	*106 0 0	1837	3 16 5½	52 15 0	-	339 7 6	21 4 2	
Westercliff - N.S.	760 0 0	1857						
Westercliff - N.S.	-	-	-	-	-	-	3 4 0	
Westercliff, Stranbury - N.S. 7	-	-	2 12 8	27 0 0	-	257 16 8	51 5 5	
Westercliff, Sevenoaks - Par. 12	-	-	-	13 15 0	-	-	5 2 0	
Westercliff, St. Peter's - N.S. 9	-	-	2 3 5	14 11 8	-	-	7 18 8	
Westercliff and St. Peter's - N.S. 7	-	-	24 8 0½	32 10 0	-	949 16 8	45 4 0	
Westercliff, St. Peter's - N.S. 7	67 0 0	1849	3 0 11	-	-	35 16 8		
Westercliff, St. Peter's - Ch. S.	128 0 0	1850						
Westercliff, St. Peter's - N.S. 7	75 0 0	1844	3 8 7½	47 13 4	-	418 18 4	39 6 10	
Westercliff, St. Peter's - N.S.	4 16 8	1848						
Westercliff, St. Peter's - N.S.	15 6 3	1849						
Westercliff, St. Peter's - N.S.	95 0 0	1848						
Westercliff, St. Peter's - N.S. 9	280 0 0	1841	16 4 3½	69 0 0	-	516 18 4	65 8 0	
Westercliff, Power Street - B.S.	*225 0 0	1835						
Westercliff, Presbyterian S. 12	1,400 0 0	1857	12 4 10½					
Westercliff, St. Thomas' - N.S. 12	1,036 0 0	1856	15 18 11½	22 18 4	-	-	19 17 0	
Westercliff - R.C.	-	-	2 13 4½					
Westercliff - N.S.	100 0 0	1845						
LANCASHIRE.								
W. Moseley Brow B.S. 2	-	-	-	13 15				
W. Moseley, Ch. Ch. N.S. 7	890 0 0	1845	11 18 10	109 5 0	-	77 10 0	10 13 0	
W. Moseley, Ch. Ch. N.S.	93 0 0	1856						
W. Moseley, St. James' - N.S. 7	91 0 0	1857	6 10 5½	13 10 0	-	29 0 0	12 0 0	
W. Moseley, St. James' - N.S.	208 0 0	1845						
W. Moseley, New Jerusalem School - R.C.	-	-	12 0 0					
W. Moseley, St. Oswald's - R.C. 3	-	-	2 6 8½	21 13 4	-	36 6 8	14 8 0	
W. Moseley, St. Oswald's - Night - 3	-	-	-	-	-	8 0 0		
W. Moseley, St. Oswald's - Wes. 3	-	-	4 2 8	13 6 8	5 0 0	9 13 4	16 15 0	
W. Moseley, St. Oswald's - Ch. S. 4	150 0 0	1840	8 1 1½	2 10 0	-	10 10 0		
W. Moseley, St. Oswald's - N.S.	204 3 11	1857						
W. Moseley, St. Oswald's - N.S. 11	*28 0 0	1835						
W. Moseley, St. Oswald's - N.S.	*150 0 0	1868	10 1 4	62 10 0	-	50 8 4		
W. Moseley, St. Oswald's - N.S. 6	-	-	-	72 6 8	-	-	22 5 0	
W. Moseley, St. Oswald's - N.S. 7	-	-	-	-	-	-	8 2 0	
W. Moseley, St. Peter's - R.C.	-	-	6 9 0					
W. Moseley, St. Thomas' - N.S. 1	-	-	5 0 0	56 5 0	-	-	11 8	
W. Moseley, St. Thomas' - N.S. 10	250 0 0	1851	6 15 8½	94 10 0	-	293 0 0	31 10	
W. Moseley, St. Thomas' - R.C. 1	-	-	-	52 18 4	-	106 10 0		
W. Moseley, St. Thomas' - Ch. S. 10	110 0 0	1856	-	-	-	-	5 6 0	

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Refectory and Industrial Schools.
		Amount.	Date of Payment.						
LANCASHIRE—cont.									
Ashton-under-Lyne, Ch. Ch. (Charles-town)	N.S. 2	832 0 0	1847	- - -	- - -	- - -	256 1 8		
Ashton-under-Lyne, St. Peter's	N.S.	*300 0 0	1836	5 0 0	- - -	- - -	- - -		
Astley	N.S. 4	60 0 0	1844						
"	"	200 0 0	1841	4 19 7½	27 10 0	- - -	194 3 4	25 13 0	
"	"	103 0 0	1847						
"	"	14 18 0	1848						
Atherton	N.S. 3	250 0 0	1840	7 9 2	173 6 8	- - -	418 15 0	36 4 0	
"	"	119 15 6	1852						
"	"	83 0 0	1855						
Audenshaw	N.S. 2	400 0 0	1847	3 11 10	42 10 0	61 5 0	116 5 0	26 12 0	
Bacup, St. John's	N.S. 7	- - -	- - -	3 3 6½	85 0 0	- - -	51 5 0	- - -	
Bacup	Wes. 3	- - -	- - -	15 14 3½	74 0 0	- - -	172 13 4	15 0 0	
Bamford Public Eveng. S.		- - -	- - -	2 0 0½	- - -	- - -	- - -	- - -	
Bamford Day and Even.	B.S.	- - -	- - -	9 3 4	- - -	- - -	- - -	- - -	
Bank Meadow	B.S.	300 0 0	1840	- - -	- - -	- - -	- - -	- - -	
Bardsley	N.S. 1	327 0 0	1846	1 6 5½	- - -	- - -	109 0 0	- - -	
Barrowford	N.S.	231 15 0	1851	4 6 11½	- - -	- - -	- - -	- - -	
Barton-upon-Irwell, All Saints'	R.C. 11	- - -	- - -	3 15 0	8 6 8	- - -	- - -	- - -	
Barton-upon-Irwell	N.S. 5	240 0 0	1846	5 7 9½	- - -	- - -	- - -	9 8 0	
"	"	30 0 0	1853	- - -	- - -	- - -	- - -	- - -	
Barton-upon-Irwell Wes.	"	- - -	- - -	4 0 0½	- - -	- - -	- - -	- - -	
Bedford, in Leigh	N.S.	200 0 0	1844	- - -	- - -	- - -	- - -	- - -	
Belfield (Messrs. Bencke's)	N.S. 3	- - -	- - -	5 0 11½	134 15 0	- - -	232 0 0	0 5 0	
Bickerstaffe	N.S. 4	200 0 0	1844	10 9 4½	67 10 0	- - -	592 13 4	71 10 0	
Billinge	N.S.	56 10 0	1847	- - -	- - -	- - -	- - -	- - -	
Birch, St. James' (in Manchester)	N.S. 3	- - -	- - -	3 1 2½	122 7 6	- - -	117 18 4	28 11 0	
Birch, St. Mary's (in Middleton)	N.S.	*75 0 0	1836	- - -	- - -	- - -	- - -	- - -	
"	"	*46 0 0	1836	- - -	- - -	- - -	- - -	- - -	
Blackburn, St. Alban's	R.C. 3	- - -	- - -	6 5 0	86 0 0	30 0 0	298 0 0	- - -	
Blackburn, St. Anne's	R.C. 3	- - -	- - -	10 4 1½	46 10 0	- - -	278 13 4	5 2 0	
Night R.C.	3	- - -	- - -	- - -	- - -	- - -	10 0 0	- - -	
Blackburn, Bank Top	N.S.	740 0 0	1856	5 7 7	- - -	- - -	- - -	- - -	
Blackburn (Nova Scotia)	B.S.	*150 0 0	1836	- - -	- - -	- - -	- - -	- - -	
Blackburn, St. John's	N.S. 11	800 0 0	1845	2 7 11½	34 3 4	- - -	94 10 0	18 16 0	
Blackburn, St. Michael's	N.S. 7	253 0 0	1849	7 6 10½	45 10 0	34 3 4	3 15 0	58 0 0	
"	"	35 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Blackburn (Mr. Sparrow's)	R.C. 3	- - -	- - -	6 17 0½	26 13 4	- - -	221 11 8	20 4 0	
Blackburn, Trinity	N.S. 11	294 0 0	1844	4 1 11½	23 5 0	- - -	167 7 6	8 10 0	
"	"	124 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Blackley (Crab Lane)	N.S.	100 0 0	1843	- - -	- - -	- - -	- - -	- - -	
"	"	21 0 0	1844	- - -	- - -	- - -	- - -	- - -	
"	"	20 0 0	1846	- - -	- - -	- - -	- - -	- - -	
"	"	43 0 0	1847	- - -	- - -	- - -	- - -	- - -	
Blackpits	N.S.	120 0 0	1847	3 2 4½	- - -	- - -	- - -	- - -	
"	"	8 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Blackpool, S. John's	Ch.S. 6	367 0 0	1837	- - -	- - -	- - -	12 1 8	- - -	
Blackpool	Wes. 9	- - -	- - -	2 8 0½	34 7 8	- - -	- - -	- - -	
Blackrod	N.S. 3	450 0 0	1846	1 11 5½	18 15 0	- - -	213 15 0	29 10 0	
"	"	78 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Bolton-le-Moors	B.S. 4	*250 0 0	1837	6 7 9	39 10 0	- - -	400 0 0	13 7 0	
Bolton-le-Moors, Bridge Street	Wes. 9	211 0 0	1850	19 0 4½	146 13 4	129 0 0	700 3 4	59 3 0	

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	Amount.	Date of Payment.						
LEICESTER—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Little-Moors, Fisher Street - Wes.	4	-	10 11 3½	65 15 0	-	443 15 0	16 6 0	
Little-Moors, Ch. Ch. N.S.	6	540 0 0 1847	11 13 2½	114 3 4	36 13 4	829 1 8	29 0 0	
Little-Moors (Ramsdell District) N.S.	5	250 0 0 1845	13 13 3½	65 13 4	-	1,200 16 8	24 0 0	
" " " " " " " "		100 0 0 1852						
" " " " " " " "		123 13 4 1855						
Little-Moors, Industrial Ragged - N.S.	9	-	-	-	-	-	-	232 19 5B
Little-Moors, Holy Trinity N.S.	6	*240 0 0 1838	30 6 3½	300 15 10	-	1,630 18 4	36 10 0	
" " " " " " " "		155 0 0 1847						
" " " " " " " "		23 10 0 1856						
" " " " " " " "		120 0 0 1856						
Little-Moors, St. Peter's and St. Paul's R.C.	12	-	14 18 3½	63 12 6	-	729 1 8	55 9 0	
St. Little, All Saints - N.S.	6	600 0 0 1846	13 19 1¾	80 8 4	-	440 0 0	20 5 0	
" " " " " " " "		100 0 0 1856						
St. Little, St. Mary's - N.S.	6	500 0 0 1846	13 15 6½	138 6 8	-	345 18 4	20 5 0	
" " " " " " " "		30 0 0 1855						
Little-Sands, Industrial - N.S.		65 16 0 1850	2 4 0½					
" " " " " " " "	9	*200 0 0 1836	8 4 4	140 16 8	-	829 3 4	64 5 0	
" " " " " " " "		-	-	-	-	-	11 14 0	
" " " " " " " "	6	-	2 0 0½	30 5 0	-	-	-	
St. Mary District (Free School) - Ch. S.		126 0 0 1852						
" " " " " " " "		247 0 0 1850						
St. Mary, St. Peter's - N.S.	7	492 0 0 1856	4 19 2½	23 10 0	-	-	14 12 0	
" " " " " " " "	9	-	14 15 7	93 10 0	-	538 16 8	-	
St. Mary, St. Peter's - N.S.	3	-	-	16 5 0	-	-	-	
St. Mary, St. Peter's - R.C.		-	1 7 9	-	-	-	-	
St. Mary, St. Peter's - N.S.		*112 0 0 1840	1 3 3	-	-	-	-	
" " " " " " " "		143 0 0 1840						
" " " " " " " "		25 0 0 1840						
St. Mary and Lower - N.S.	4	210 0 0 1846	4 17 3	23 15 0	-	23 5 0	28 16 0	
" " " " " " " "	7	*100 0 0 1836	42 15 10½	185 0 0	12 10 0	1,400 5 0	66 12 0	
St. Mary, St. James' - N.S.	7	*200 0 0 1840	5 18 2½	90 0 0	-	617 0 0	43 16 0	
" " " " " " " "		100 0 0 1844						
" " " " " " " "		177 0 0 1857						
St. Mary, St. Peter's (King Croft) Infant N.S.		299 0 0 1847						
St. Mary, Lanebridge, St. Paul's - N.S.	7	508 0 0 1847	13 0 9	43 10 0	-	319 0 0	23 12 0	
St. Mary, Lane Head - N.S.	6	50 0 0 1844	4 6 9½	-	-	21 5 0	37 13 0	
St. Mary, St. Aloysius' - R.C.	3	-	-	10 0 0	-	2 10 0	9 0 0	
St. Mary, St. Mary's - R.C.	3	-	7 1 8	-	-	87 5 0	11 17 0	
" " " " " " " "	9	807 0 0 1852	20 16 6	144 13 4	43 6 8	718 16 8	71 11 0	
St. Mary, St. Mary's - R.C.	4	-	2 3 8½	-	-	-	5 18 0	
St. Mary, St. Mary's (Clerke Street) - Wes.	9	-	13 3 1½	110 0 0	-	450 0 0	53 16 0	
" " " " " " " "	4	-	-	43 15 0	-	-	-	
St. Mary, St. Mary's - N.S.	4	473 0 0 1851	10 11 8	161 13 4	30 0 0	873 15 0	28 2 0	
" " " " " " " "		40 0 0 1855						
St. Mary, St. John's - N.S.		370 0 0 1849	1 19 5	-	-	-	-	
St. Mary, St. John's - R.C.		-	5 6 8	-	-	-	-	
St. Mary, St. John's - N.S.		150 0 0 1844	3 6 1½	-	-	-	-	
St. Mary, St. John's - R.C.		-	1 14 0	-	-	-	-	

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Busk (near Foxhill Bank, Oswaldtwistle) - N.S.	*93 0 0	1837						
	45 0 0	1843						
Cartmel " - N.S.	58 4 0	1846						
Castleton Moor - B.S. 3	- - -	- - -	5 9 2	62 11 8	- - -	70 0 0	58 10 0	
Caton - N.S. 5	226 0 0	1850	- - -	60 0 0	- - -	96 0 0	77 0 0	
Chatburn - N.S. 6	248 0 0	1850	3 11 5½	77 10 0	- - -	115 0 0	37 8 0	
Charlestown - B.S.	*75 0 0	1835						
	*40 0 0	1837						
Charlestown, St. George's - N.S.	- - -	- - -	10 14 2½					
Chipping - R.C. 4	- - -	- - -	1 6 8	- - -	- - -	- - -	5 2 0	
Chorley, St. George's - N.S. 3	188 0 0	1837	5 7 9½	97 10 0	- - -	265 17 6	25 0 0	
Chorley, St. Mary's - R.C. 12	500 0 0	1837	12 0 10	71 3 4	47 10 0	133 10 0	60 8 0	
School " Night - R.C. 12	- - -	- - -	- - -	- - -	- - -	8 0 0		
Chorley, Parish - N.S.	*156 0 0	1835	3 12 3½	- - -	- - -			
" " - "	150 0 0	1849						
" " - "	53 0 0	1837						
Chorley, St. Peter's (Kave's Lane) - N.S.	94 0 0	1842						
Chorlton-cum-Hardy - N.S. 5	150 0 0	1846	4 6 4½	- - -	- - -	- - -	5 2 0	
Church Coniston Ch. of E. 6	- - -	- - -	- - -	- - -	- - -	- - -	6 6 0	
Churchtown and Crossens - N.S.	*108 0 0	1838						
Churchtown - B.S.	*35 0 0	1837						
Clayton-le-Moors - N.S.	118 0 0	1842	2 10 1½					
" " - "	343 19 10	1837						
" " - "	90 0 0	1837						
Clayton-le-Woods - N.S.	40 0 0	1846	1 0 11					
Clitheroe, St. James' - N.S.	150 0 0	1841						
	160 0 0	1843						
Clitheroe, Parish - N.S.	*300 0 0	1840						
Clitheroe - R.C.	- - -	- - -	4 0 8½					
Cockerbrook - B.S.	*50 0 0	1838						
Coldhurst - Ch. S.	554 2 0	1837						
Collyhurst - N.S.	438 0 0	1851	2 0 0					
" " - "	23 6 8	1856						
Colne - N.S. 7	500 0 0	1844	6 14 3½	23 10 0	- - -	753 10 10	44 18 0	
Colne Ch. Ch. - N.S.	150 0 0	1842						
Colne (Waterside) - N.S. 7	390 0 0	1848	11 0 2½	12 10 0	- - -	24 3 4	22 17 0	
Colton in Milnthorpe - N.S. 6	- - -	- - -	- - -	- - -	- - -	37 18 4	7 1 0	
Coppull - N.S. 10	216 0 0	1847	6 6 5½	23 17 6	- - -	316 10 0	13 4 0	
Cornholme - S. 2	- - -	- - -	- - -	- - -	- - -	1 5 0		
Cowhill - Wea. 9	- - -	- - -	4 15 0½	31 10 0	- - -	15 0 0	14 12 0	
Croft - N.S.	217 0 0	1856						
Crompton, East - Ch. S.	750 0 0	1837	4 3 4					
Crompton, High - N.S. 4	234 0 0	1843	6 1 7½	25 5 0	- - -	25 10 0	52 17 0	
" " - "	48 0 0	1837						
Crosby, Great - N.S.	72 0 0	1842						
Crumpsall, Lower - N.S. 4	464 10 0	1851	6 13 2	10 0 0	- - -	7 5 0	14 14 0	
Cunscoth - R.C. 4	- - -	- - -	2 15 0	5 15 0	- - -			
Darwen (Over) - N.S.	*200 0 0	1839						
Davyhulme - Wea. 11	- - -	- - -	10 8 1	60 10 0	- - -	63 0 0	53 14 0	
Deane (at Rumworth) - N.S. 6	*50 0 0	1838	3 7 8½	160 10 0	30 0 0	252 6 8	29 0 0	
" " - "	70 0 0	1852						
" " - "	20 0 0	1856						
Denton, Ch. Ch. - N.S. 2	400 0 0	1848	2 10 6½	120 17 6	- - -	314 15 0	33 7 0	
" " - "	100 0 0	1843						
Denton and Haughton - N.S.	500 0 0	1855	3 6 6					
Didabury, Endowed - N.S. 3	60 0 0	1852	4 14 5½	120 10 10	- - -	370 13 4	46 17 0	
Downham - N.S. 7	*75 0 0	1840	2 15 6½	- - -	- - -	107 3 10		
Droylsden - B.S. 10	- - -	- - -	16 12 8½	123 15 0	120 0 0	1,016 11 8	67 14 0	

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	Amount.	Date of Payment.						
LINCASHIRE—cont.								
Key Mills - B.S.	4	-	-	7 4 3	64 5 0	-	366 10 0	90 7 0
Keydown, In- N.S.	10	-	-	2 2 7½	-	-	-	2 16 0
Key (Broomhouse Lane) - N.S.	2	-	-	3 2 11	91 10 0	43 15 0	52 10 0	13 6 0
Key, St. Mary's R.C.	-	-	-	6 5 3	-	-	-	-
Key (Wenstone Lane) - N.S.	5	201 0 0	1840	-	13 15 0	-	10 0 0	11 1 0
Keydown, St. Thomas' - N.S.	-	305 0 0	1843	-	-	-	-	-
Keyworth - N.S.	-	20 0 0	1846	-	-	-	-	-
Keyworth - B.S.	9	*45 0 0	1836	-	-	-	-	-
Keyworth, All Saints' - N.S.	-	574 0 0	1848	4 14 10½	38 13 4	-	63 0 0	45 0 0
Key - N.S.	5	-	-	2 3 4	5 0 0	-	99 0 0	10 16 0
Key - B.S.	-	-	-	1 4 5½	-	-	-	-
Keydown - N.S.	-	*126 0 0	1837	-	-	-	-	-
Keydown, St. Mary's R.C.	4	-	-	3 10 8½	-	-	54 7 6	43 1 0
Keydown, Ch. Ch. - N.S.	10	-	-	7 7 6½	116 10 0	-	514 17 6	41 1 0
Keydown, St. Chrysostom's (Mill Street) - N.S.	10	100 0 0	1845	29 1 6½	190 12 6	-	690 10 10	21 17 0
Key - N.S.	-	77 0 0	1856	-	-	-	-	-
Key - N.S.	-	461 19 8	1837	-	-	-	-	-
Keydown, St. Peter's - N.S.	9	1650 0 0	1837	21 5 8	77 3 4	-	215 15 0	33 7 0
Keydown and Kirk- N.S.	10	-	-	26 16 3½	207 0 0	-	664 11 8	26 12 0
Keydown Bridge - N.S.	-	*70 0 0	1839	-	-	-	-	-
Keyworth - N.S.	3	*270 0 0	1837	6 14 8½	57 10 0	70 16 8	507 13 4	82 10 6
Key - N.S.	-	7 4 0	1831	-	-	-	-	-
Key - N.S.	-	8 5 0	1834	-	-	-	-	-
Key - N.S.	-	6 16 0	1837	-	-	-	-	-
Keydown, Moravian S.	3	-	-	-	35 0 0	-	51 0 0	18 14 0
Keyworth (near Warrington) - N.S.	10	125 0 0	1845	5 19 3½	47 13 4	-	323 15 0	39 2 0
Key - N.S.	-	10 0 0	1845	-	-	-	-	-
Key - N.S.	-	35 0 0	1846	-	-	-	-	-
Key - N.S.	-	34 0 0	1856	-	-	-	-	-
Keyworth, St. John's (near Bolton) - N.S.	5	*250 0 0	1836	2 9 9½	89 6 8	-	391 15 0	26 3 0
Key - N.S.	-	105 0 0	1843	-	-	-	-	-
Key - N.S.	-	100 0 0	1849	-	-	-	-	-
Key - N.S.	-	20 0 0	1855	-	-	-	-	-
Key - N.S.	-	45 0 0	1857	-	-	-	-	-
Keyworth - West. 4	-	-	-	10 8 5½	37 2 6	-	90 0 0	10 16 0
Keyworth, St. Mary and Sawleyhead - N.S.	-	*60 0 0	1835	-	-	-	-	-
Key - N.S.	-	183 0 0	1846	2 5 1½	-	-	-	-
Key - N.S.	-	48 0 0	1856	-	-	-	-	-
Keythorpe - R.C.	4	-	-	3 1 8½	-	-	55 0 0	18 1 0
Keythorpe - R.C.	4	-	-	1 13 4	-	-	-	23 7 0
Keythorpe, Testi- N.S.	5	236 0 0	1847	8 6 8½	146 5 0	-	636 0 10	87 13 0
Keythorpe - Par. 5	-	-	-	-	5 0 0	-	-	-
Keythorpe - N.S.	-	270 0 0	1855	3 16 7½	-	-	-	-
Keythorpe - N.S.	-	68 0 0	1840	-	-	-	-	-
Keythorpe, School of the Holy Spirit - N.S.	-	-	-	3 6 6	-	-	-	-
Keythorpe - N.S.	-	104 0 0	1845	-	21 10 0	-	-	-
Keythorpe - R.C.	3	-	-	4 15 6½	10 0 0	-	274 3 4	27 13 0
Keythorpe, St. Swinburn's - R.C.	1	-	-	4 8 0½	12 10 0	-	14 3 4	23 15 0
Keythorpe, Ch. Ch. - N.S.	-	550 0 0	1856	-	-	-	-	-
Keythorpe, Ch. of E. - N.S.	6	-	-	5 9 2	24 13 0	-	77 10 0	43 14 0
Keythorpe-Booth - N.S.	-	*234 0 0	1838	-	-	-	-	-
Keythorpe and Loughborough - N.S.	-	117 0 0	1847	-	-	-	-	-
Keythorpe - N.S.	-	*142 0 0	1839	-	-	-	-	-
Keythorpe's Moor - N.S.	-	*165 0 0	1837	-	-	-	-	-

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	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Habergham, All Saints' - N.S.	8	228 0 0	1851	14 11 3	250 15 0	129 7 6	1047 13 4	164 9 0
Habergham Eaves - N.S.	7	200 0 0	1841	18 5 4	92 7 6	-	643 11 8	58 15 0
" " " " - N.S.		200 0 0	1844					
" " " " - N.S.		70 0 0	1853					
" " " " - N.S.		64 0 0	1855					
Haigh - N.S.	11	-	-	-	12 10 0	-	-	13 6 0
Halewood - N.S.	11	60 0 0	1848	-	51 10 0	-	-	19 15 0
" " " " - N.S.		23 0 0	1855					
Halliwell, Dean Mills - B.S.	4	-	-	3 10 6	57 6 8	-	458 5 0	116 17 0
Halliwell, St. Paul's - N.S.	6	-	-	6 1 0	20 13 4	-	20 8 4	38 2 0
Halsall - N.S.	4	-	-	3 16 0	162 18 4	-	303 0 0	19 6 0
Halton - N.S.	6	-	-	1 0 5	-	-	138 0 10	2 0 0
Hambleton - N.S.		*40 0 0	1836					
Hamer, St. John's - N.S.	5	-	-	7 7 0	-	-	-	18 15 0
Hardfield - N.S.		220 0 0	1841	8 6 7	-	-	-	-
Harpurhey - N.S.	3	-	-	7 1 10	108 8 4	-	417 19 2	36 12 0
Harwood, Great - N.S.	11	*123 0 0	1838	10 9 7	83 10 0	-	29 0 0	36 15 0
" " " " - N.S.		14 13 4	1856					
" " " " - N.S.		135 0 0	1857					
" " " " - N.S.	11	-	-	-	-	-	10 0 0	-
Harwood, Ch. Ch. - N.S.	7	36 0 0	1856	-	17 10 0	-	32 10 0	6 7 0
" " " " - N.S.		140 0 0	1856					
Haslingden - N.S.		318 2 6	1854					
Haslingden, The Grane - N.S.	5	*120 0 0	1837	5 17 2	5 0 0	-	5 0 0	9 12 0
Hawthhead - N.S.	6	-	-	1 15 0	31 12 6	-	49 3 4	20 2 0
Hawshaw Lane - N.S.		-	-	1 0 0	-	-	-	-
Haydock - N.S.		*120 0 0	1839	1 18 7	-	-	-	-
Healey - N.S.	4	315 0 0	1853	8 6 8	33 15 0	-	39 5 6	72 16 0
" " " " - N.S.		30 0 0	1857					
Heaton, Norris, Ch. Ch. - N.S.		-	-	3 2 11	-	-	-	-
Helen's, Saint, (Cowley's Charity) - B.S.		265 0 0	1847					
Helen's, Saint, Saint Joseph's - R.C.		740 0 0	1857					
Helen's, Saint (Lowe House) - R.C.	1	-	-	23 10 0	46 15 0	-	300 0 0	29 18 0
Helen's, Saint (Moreflat) - N.S.	2	-	-	8 12 2	52 10 0	-	202 11 8	28 4 0
" " " " - N.S.		-	-	26 13 4	-	-	-	-
Helen's, Saint (Parr Mount) - N.S.		183 13 4	1854					
Helen's, Saint - Wea.	5	500 0 0	1855	7 18 5	59 6 8	-	76 0 0	8 12 0
Hey Houses and Sadden - N.S.		*75 0 0	1841					
Heywood, St. James' - N.S.	3	*340 0 0	1838	6 16 10	71 13 4	45 15 0	225 10 0	37 16 0
" " " " - N.S.		15 0 0	1854					
" " " " - N.S.		3 15 0	1854					
" " " " - N.S.		18 11 0	1857					
Heywood, St. James' (Heady Hill) - N.S.	3	180 0 0	1843	11 17 8	-	-	-	9 3 0
" " " " - N.S.		50 0 0	1849					
Heywood, St. Luke's (York Street) - N.S.	3	*78 0 0	1836	15 14 8	201 16 8	180 0 0	925 16 8	14 1 0
" " " " - N.S.		28 0 0	1843					
" " " " - N.S.		14 0 0	1850					
" " " " - N.S.		25 0 0	1851					
" " " " - N.S.		-	-	4 11 3	-	-	-	-
Heywood, Mechanics' Institute - N.S.	4	-	-	1 10 0	-	-	-	0 12 0
Heywood, New Jerusalem Factory - B.S.	3	-	-	8 3 4	26 5 0	32 1 8	36 6 8	20 11 0
Heywood, Queen St. Wea.	3	-	-	2 0 7	17 10 0	20 16 8	55 8 4	-
Higham - N.S.		*50 0 0	1838	0 11 4	-	-	-	-
Hindley - Ch.S.	1	-	-	4 9 2	59 0 0	-	-	13 18 0
Hippings - Wea.	4	-	-	3 6 8	49 5 0	-	40 0 0	27 6 0
Hodderden - N.S.	11	171 0 0	1853	7 9 10	13 10 0	-	32 10 0	14 12 0

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Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Allen Fold - N.S.	32 0 0	1855						
Boltonwood - N.S.	139 0 0	1858						
Bury - N.S.	200 0 0	1851	1 10 14					
Bury - N.S.			1 13 4					
Burton, West - N.S.	43 0 0	1841						
Bury, Holy Trinity - N.S.	208 0 0	1840	17 1 34	172 6 8	72 18 4	658 3 4	10 16 0	
Bury, St. George's - N.S.	2		-	20 16 8	-	123 8 4	3 0 0	
Bury, St. John's - N.S.	2	1857	10 12 04	11 0 0	-	9 5 0		
Bury, St. Mark's Ch.S.	4	1856	-	96 5 0	-	234 10 0	6 2 0	
Bury, Wilnot Street - Free S.	2		5 0 04	17 17 6	-	32 10 0	15 0 0	
Bury - N.S.	4	1849	-	3 15 0	-	-	6 14 0	
Bury - R.S.	9		12 11 34	124 16 8	-	861 3 4	95 8 0	
Bury Green - N.S.		1843	1 1 04					
Bury Green - R.C.	3		10 7 5	15 16 8	-	308 12 6	13 17 0	
St. Catherine's - N.S.	12	1851	6 19 04	24 3 4	-	99 0 0	13 14 0	
St. Handell - R.C.	3		2 14 16	-	-	103 6 8	1 3 0	
St. Mary - N.S.	5	1848	4 12 84	-	-	177 18 4		
St. Mary - R.C.		1848						
St. Mary's - R.S.	10		5 3 1	99 15 0	-	186 0 0	56 2 0	
St. Mary's or Bury (Peel Street) - N.S.	3	1837	4 0 44	84 6 8	-	307 3 4	18 9 0	
St. Mary's - R.C.		1848						
St. Mary's - R.C.		1848						
St. Paul's - N.S.	3		-	71 13 4	-	66 6 8	7 17 0	
St. Peter's - N.S.	8		2 13 24	59 11 8	-	124 10 0	14 4 0	
St. Mary's - N.S.	10	1845	4 8 8	45 0 0	-	-	-	
St. Mary's - P.U.	11		-	-	-	676 0 10		
St. Mary's - N.S.	4		5 1 54	18 15 0	-	175 5 0	45 19 0	
St. Mary's - Par.	9		1 8 2	25 0 0	-	30 0 0	9 0 0	
St. Mary's - N.S.	6		-	162 19 2	-	74 3 4	19 16 0	
St. Mary's - R.S.	4	1833	9 15 11	10 0 0	-	698 19 2	12 5 0	
St. Mary's - R.C.		1854						
St. Mary's Parish, Bury - N.S.	5	1855	15 12 84	100 0 0	30 0 0	1,008 6 8	62 8 0	
St. Mary's, Girls and Bury - N.S.	5	1856	5 7 8	20 10 0	-	74 10 0	13 3 0	
St. Mary's - R.C.	3		11 19 6	104 16 8	-	403 5 0	25 9 0	
St. Mary's, St. Thomas' - N.S.	5	1847	8 9 114	94 8 4	-	365 13 4	5 14 0	
St. Mary's - R.C.		1848						
St. Mary's - R.C.		1853						
St. Mary's - R.C.		1854	1 0 10	20 0 0	-	5 0 0	8 2 0	
St. Mary's, Methodist - N.S.	3		23 9 4	32 10 0	60 0 0	860 11 8	26 6 0	
St. Mary's - N.S.	3	1841	5 16 84	70 0 0	-	161 11 8		
St. Mary's, Wesleyan - N.S.		1841						
St. Mary's - Wes.	9		4 4 14	43 1 8	-	153 2 6		
St. Mary's - N.S.		1854						
St. Mary's - N.S.	1	1856	6 0 0	-	-	15 0 0	5 16 0	
St. Mary's - N.S.	3	1839	1 18 8	40 0 0	-	144 11 8	40 18 0	
St. Mary's - N.S.		1845						
St. Mary's - N.S.		1838						
St. Mary's (in Cartmel) - N.S.			4 6 8					
St. Mary's (in Marton) - N.S.	1		4 12 0	58 10 0	-	193 15 0	41 10 6	
St. Mary's - R.C.								
St. Mary's - N.S.		1846						
St. Mary's, the Akbar - N.S.								
St. Mary's, the Akbar - N.S.								
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St. Mary's, the Akbar - N.S.								

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Refractor and Industrial School.
	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Liverpool, Edge Hill Reformatory - 2	-	-	-	-	-	-	-	81 14
Liverpool, Everton Crescent, Industrial - R.C. 1	-	-	-	-	-	-	-	801 17
Liverpool, St. Ann's, (Edge Hill) - R.C. 1	700 0 0	1852	10 8 5	61 6 8	-	404 18 4	14 12 0	
Liverpool, St. Anthony's - R.C. 1	-	-	4 15 4	-	-	1,556 8 4	20 19 0	
Liverpool, St. Augustine's - N.S. 10	*300 0 0 951 15 0	1835 1853	16 15 4	218 0 0	121 5 0	1,218 10 10	50 8 0	
Liverpool, St. Barnabas' - N.S. 10	731 0 0 20 0 0 80 1 0	1845 1848 1857	13 1 8	170 4 2	-	660 10 0	53 12 0	
Liverpool, St. Bartholomew's (Naylor Street) - N.S. 10	328 0 0 6 0 0 23 0 0	1843 1849 1854	11 13 7	124 1 8	25 0 0	1,024 10 0	10 8 0	
Liverpool, St. Bride's - N.S. 9	*625 0 0	1837	21 14 10	140 5 0	-	941 0 0	63 3 0	
Liverpool, St. Catherine's - N.S. 9	*200 0 0	1837	-	38 6 8	-	-	7 10 0	
Liverpool, Ch. Ch. - N.S. 10	*337 0 0 17 6 8	1849 1852	23 15 9	294 7 6	-	2,168 11 8	37 16 0	
Liverpool, St. Elizabeth's Reformatory - R.C. 2	-	-	-	-	-	-	-	132 13
Liverpool, St. Francis Xavier's - R.C. 1	800 0 0	1854	20 0 0	34 0 0	20 16 8	247 2 6	40 17 0	
Liverpool, Hackin's Hey - B.S. 11	-	-	3 12 1	-	-	52 10 0	-	
Liverpool, Harrington - B.S. 11	-	-	12 6 8	283 5 10	30 0 0	2,020 6 8	83 14 0	
Liverpool, St. Helen's - R.C. 1	-	-	-	-	-	305 17 0	-	
Liverpool, Hibernian - B.S. 11	263 0 0 150 0 0	1852 1853	18 18 4	191 6 8	73 6 8	1,362 14 7	20 3 0	
Liverpool, Holy Cross - R.C. 2	1,200 0 0	1855	9 19 8 26 13 4	46 13 4	-	403 1 8	22 10 0	
Liverpool, "Night S. Street" - B.S. 12	-	-	17 6 11	146 7 6	55 0 0	901 0 0	12 0 0	
Liverpool, Industrial Ragged - 11	-	-	-	-	-	-	-	834 10
Liverpool, St. James' (Toxteth Park) - N.S. 9	250 0 0 39 13 4 25 0 0	1849 1853 1855	15 3 11	193 10 0	94 3 4	858 18 4	45 0 0	
Liverpool, St. John's (Toxteth Park) - N.S. 11	*450 0 0 312 10 0 40 0 0	1838 1851 1855	4 11 6	20 16 8	37 10 0	104 0 0	-	
Liverpool, Jordan Street - Wes. 11	-	-	20 12 2	194 1 8	-	1,045 16 8	13 16 0	
Liverpool, Mount Pleasant - B.S. 11	-	-	2 15 0	89 5 0	-	29 0 0	18 0 0	
Liverpool, St. Jude's, (Edge Hill) - N.S. 10	-	-	9 2 11	96 2 6	-	658 0 0	27 13 0	
Liverpool, St. Luke's - N.S. 9	*190 0 0 12 12 0 12 4 0	1833 1854 1855	6 1 8	242 18 4	-	760 7 6	14 12 0	
Liverpool, St. Mark's - N.S. 10	800 0 0	1855	11 13 1	232 5 10	-	587 15 0	19 7 0	
Liverpool, St. Martin's - N.S. 10	450 0 0	1845	5 17 0	145 11 8	-	877 5 0	3 0 0	

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
LANCASHIRE—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Liverpool, St. Mary's, (May Street) - R.C. 2	- - -	-	23 17 0½	54 3 4	- -	1,074 1 8	36 8 0	
Liverpool, St. Mary's, (Bee Hill) - N.S. 10	- - -	-	9 19 1½	277 0 0	35 4 2	1,106 2 6	61 5 0	
Liverpool, Moorfields, (St. Church Charity) - N.S. 9	- - -	-	12 14 9	141 5 0	- -	413 17 6	19 3 0	
Liverpool, St. Nicholas' - R.C. 1	- - -	-	17 19 5½	10 0 0	- -	1,068 14 2	33 3 0	
Liverpool, North (Sad Street) - N.S. 9	92 6 8	1856	10 8 7½	127 11 8	140 0 0	1,064 5 10	52 9 0	
Liverpool, St. Oswald's - R.C. 1	- - -	-	14 0 5½	17 10 0	- -	389 3 4	10 9 0	
Liverpool, St. Paul's (Prince's Park) - N.S. 10	- - -	-	- -	215 2 6	- -	595 10 0	51 10 0	
Liverpool, St. Paul's (Toxteth Park) - N.S. 600 0 0	1856	12 4 2½						
Liverpool, St. Peter's - R.C. 1	- - -	-	10 17 2	10 0 0	- -			
Liverpool (Preston Street) Brunswick Wes. 11	- - -	-	1 14 0	15 0 0	- -	150 10 0		
Liverpool, Prince Edwin Street - B.S. 11	- - -	-	6 15 1	5 0 0	- -	29 0 0	22 5 0	
Liverpool, St. Saviour's - N.S. 11	- - -	-	2 12 7½	36 11 8	- -	76 0 0	5 9 0	
Liverpool, St. Simon's - N.S. 700 0 0	1857	4 1 9½						
Liverpool, South (Kirkwallis Street) N.S. 9	9 10 8	1857	13 8 0½	228 8 4	51 13 4	1,068 15 0	40 15 0	
" " " " 3 12 8	1857							
" " " " 29 0 0	1857							
Liverpool, St. Thomas' (Frederick Street) N.S. 8	- - -	-	7 1 8½	15 0 0	- -	12 18 4	4 10 0	
Liverpool, St. Thomas' (Toxteth Park), N.S. 9	615 0 0	1846	25 3 5½	196 18 4	70 0 0	1,224 16 8	70 2 0	
" " " " 323 0 0	1855							
Liverpool, St. Thomas' (Blackstock St.) - R.C. 1	- - -	-	8 2 5	126 10 0	25 0 0	770 5 0	10 10 0	
Liverpool, St. Thomas' (Mount Vernon Street), - R.C. 1	- - -	-	24 18 0	25 0 0	- -	736 10 10	11 3 0	
Liverpool, St. Thomas' Industrial - R.C. 1	- - -	-	- -	- -	- -	- -	- -	577 6 8½
Liverpool, Toxteth B.S. 12	- - -	-	2 4 5½	35 6 8	- -	137 10 0	9 7 0	
Liverpool, Toxteth Park, Reformatory, Girls - 10	- - -	-	- -	- -	- -	- -	- -	133 10 0½
Liverpool, Toxteth Park, Industrial, Ragged, Girls - 12	- - -	-	- -	- -	- -	- -	- -	153 10 0½
Liverpool, Trinity Ch.S. - 12	- - -	-	3 7 0	- -	- -	- -	- -	
Liverpool, Vauxhall, All Souls' - N.S. 1,453 0 0	1857							
Liverpool, Vauxhall Road - Wes. 1,770 0 0	1857							
Liverpool, Windsor, St. Clement's - N.S. 10	240 0 0	1843	7 1 9½	201 8 4	17 14 2	780 16 8	45 10 0	
" " " " 50 0 0	1846							
" " " " 30 0 0	1854							
Liverpool, Workhouse School - - -	- - -	-	- -	- -	- -	6 10 6		
Liverpool, Workhouse, N.S. 4	157 10 0	1851	1 6 6	64 0 0	- -	63 1 8	28 14 0	
" " " " 340 0 0	1857	2 18 2						
" " " " 277 0 0	1857							
Liverpool, St. John's N.S. 1	184 10 0	1853	8 5 0½	40 0 0	- -	- -	22 15 0	
" " " " 92 17 6	1853							
Liverpool, St. Peter's - R.C. 2	- - -	-	6 13 4½	- -	- -	1 5 0	14 1 0	
Liverpool, St. Peter's - N.S. 80 0 0	1841	1 17 9½						

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	Amount.	Date of Payment.						
LANCASHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Manchester, All Saints' Ch. S.	4 - - -	-	3 10 6	2 10 0	- - -	8 15 0	25 9 0	
Manchester, All Souls' N.S.	1 364 0 0	1846	7 0 3½	60 0 0	- - -	167 10 0	8 12 0	
Manchester, St. Alphonsus' R.C.	12 - - -	-	5 1 2	- - -	- - -	- - -	13 8 0	
Manchester, Ancoats, (Chalmers' Presbyterian School)	- 11 - - -	-	15 16 11	132 6 8	- - -	374 10 0	16 12 0	
Manchester, Ancoats, Lyceum B.S.	4 - - -	-	13 16 2	- - -	- - -	783 14 2	24 4 0	
Manchester, Ancoats, St. Andrew's N.S.	2 *300 0 0	1837	5 7 8½	147 6 8	- - -	378 0 0	9 0 0	
" " "	20 0 0	1846						
" " "	100 0 0	1849						
" " "	49 0 0	1851						
Manchester, Ragged and Reformatory S.	- 0 - - -	-	- - -	- - -	- - -	- - -	- - -	776 16
Manchester, St. Anne's N.S.	1 500 0 0	1841	4 9 11	210 15 0	- - -	391 8 4		
" " "	71 0 0	1850						
Manchester, St. Barnabas' N.S.	2 500 0 0	1843	9 14 7½	154 11 8	- - -	1,067 15 0	23 10 0	
" " "	5 18 8	1848						
" " "	653 18 4	1857						
Manchester, Cathedral, N.S.	2 - - -	-	6 17 10½	278 11 8	- - -	547 6 8	12 14 0	
Manchester, Cathedral, Charity School	- 1 - - -	-	2 1 5	55 0 0	- - -	60 0 0		
Manchester and Salford Ragged and Reformatory School	- 5 - - -	-	- - -	- - -	- - -	- - -	- - -	204 13
Manchester, St. Chad's (Cheetham Hill) R.C.	12 620 0 0	1852	13 3 4	120 5 0	- - -	449 5 0	30 0 0	
Manchester (Cheetham Hill) Wes.	10 - - -	-	7 1 10½	90 0 0	- - -	551 1 8	41 4 0	
Manchester (Cheetham Hill Road) Jews' Sch.	8 - - -	-	4 6 8	62 10 10	- - -	105 15 0		
Manchester, Church Teachers' Institution	- - - -	-	2 5 10½					
Manchester, (College District) N.S.	*400 0 0	1836						
Manchester (Granby Row) N.S.	1 200 0 0	1845	8 6 8½	104 0 0	- - -	273 12 6		
Manchester, Chorlton-upon-Medlock, Grosvenor Square, Presbyterian School	- 9 221 0 0	1854	16 9 7½	77 0 0	- - -	669 10 0	83 9 0	
Manchester, St. James' N.S.	2 700 0 0	1846	10 15 0½	48 6 8	- - -	500 17 6		
Manchester, St. John's N.S.	2 66 0 0	1857	32 3 8½	147 11 8	- - -	962 1 8	34 1 0	
Manchester, St. Jude's N.S.	2 - - -	-	6 8 0	100 3 4	- - -	362 0 0	23 3 0	
Manchester (Lower Moseley Street) B.S.	10 *420 0 0	1837	29 2 6	223 12 6	- - -	1,850 10 10	64 10 0	
" " " *400 0 0		1839						
Manchester, St. Mark's (Cheetham Hill) N.S.	2 215 0 0	1843	6 11 10½	146 12 6	- - -	87 11 8		
" " " 30 10 0		1857						
Manchester "Marshall Street" B.S.	9 - - -	-	25 12 7½	143 0 0	150 0 0	1,695 3 4	78 14 0	
Manchester, St. Mary's R.C.	11 460 0 0	1855	7 9 0	44 6 8	- - -	106 16 8	38 11 0	
Manchester, St. Matthew's N.S.	2 461 2 6	1855	3 6 11	37 18 4	- - -	32 10 0	8 13 0	
Manchester, St. Michael's N.S.	3 418 0 0	1842	- - -	30 0 0	- - -	19 16 8	4 10 0	
" " " 300 0 0		1844						
" " " 36 0 0		1857						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
LANCASHIRE—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Manchester, Miles Pitting (Argyle Street) - B.S.	9	-	16 0 11½	101 0 0	-	703 10 0	10 13 0	
Manchester, New Jerusalem Church Sch.	10	-	39 6 0½	17 10 0	-	1,164 3 4	19 11 0	
Manchester, St. Patrick's - R.C.	11	-	13 0 9	8 6 8	-	1,007 10 0	32 10 0	24 11 0
Manchester, St. Philip's - Ch. S.	1	764 0 0 15 0 0	1852 1857	3 11 1½	44 3 4	-	179 13 4	15 9 0
Manchester (Rusholme Road) - Wes.	10	-	15 12 1½	304 0 10	-	971 4 2	33 0 0	
Manchester, St. Saviour's (Chorlton-on-Medlock) - N.S.	2	330 0 0	1852	7 0 0	108 6 8	-	1,099 3 4	12 15 0
Manchester, St. Silas' - N.S.		612 0 0	1845					
Manchester, St. Thomas (Redbank) - N.S.	2	531 0 0	1843	12 9 4½	239 15 0	-	1,003 19 2	14 0 0
Manchester, St. Wilfred's - R.C.	12	-	9 0 0½	9 3 4	-	178 12 6	12 10 0	
Manchester, Night Sch.		250 0 0	1849	5 3 4½	59 10 0	-	10 0 0	
Marden, Great - N.S.	7	*100 0 0	1835	2 16 8		296 0 0	61 1 0	
Marden, Little - N.S.		6 19 0	1847					
Marsley - N.S.		35 0 0	1844					
Mascul - B.S.	10	-	9 16 9½	191 0 0	-	702 14 2	24 5 0	
Mascul, Brook - N.S.		*110 0 0	1836					
Mascul's, St., on Wyre - N.S.	5	-	4 17 3	56 8 4	-	322 0 0	40 6 0	
Masculhead Green - B.S.	11	-	2 4 0½	23 15 0	-			
Masculton - N.S.	3	200 0 0	1843	8 9 8½	114 6 8	-	251 16 8	14 11 0
Masculton, Infants - N.S.		-	4 3 6					
Masculton, Barrow-side, Infants - N.S.	3	135 0 0	1845	4 0 9½	36 6 8	-	176 14 2	
Mascul - B.S.		90 0 0	1840					
Mascul - N.S.	5	8 19 8	1846	9 17 6½	27 10 0	-	48 0 0	40 0 0
Mascul - N.S.		200 0 0	1841					
Mascul - N.S.		30 0 0	1835					
Mascul - N.S.		315 0 0	1842					
Mascul - N.S.		150 0 0	1844					
Mascul - N.S.		303 0 0	1855					
Mascul - N.S.		174 0 0	1845					
Mascul (Hollin Bank) - N.S.	5	-	3 15 4	5 0 0	-	-	39 9 0	
Mascul - N.S.		-	1 12 9					
Mascul, Newburgh (Ormakirk) S.	5	-	-	-	-	5 0 0		
Mascul Heath (No. 1), All Saints' - N.S.	4	907 13 4 6 0 0	1854 1856	4 0 0½	3 15 0	-	138 13 0	8 5 0
Mascul Heath (No. 2), All Saints' - N.S.		240 0 0 14 6 8	1845 1854					
Mascul, Factory and Evening School - B.S.		-	5 10 1					
Mascul (St. Domingo Street) - Wes.	9	-	14 0 0½	119 3 4	-	636 0 10	61 4 0	
Mascul, St. Mary's - N.S.		1,000 0 0	1844					
Mascul, St. Peter's - N.S.	4	*533 0 0 650 0 0	1836 1844	10 13 0	-	60 15 0	25 0 0	
Mascul - N.S.	4	123 10 0	1854	7 19 3½	58 17 6	-	104 10 0	31 13 0
Mascul - N.S.	3	2 16 4	1857	-	36 10 0	-	51 16 8	
Mascul, United Charity School - R.C.	5	292 3 4 500 0 0	1854 1856	9 6 10½	127 5 0	-	633 3 4	19 6 0
Mascul - R.C.		-	2 0 0					
Mascul, Oswaldtwistle (Cabin End) - N.S.	7	*120 0 0	1837	3 11 6	15 0 0	-	157 15 10	

Name and Denomination of School.	Grants for Building Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Refractor and Industrial School.
	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Oswaldtwistle, Daisy Green - N.S.	*96 0 0	1839						
Oswaldtwistle, New Lane - N.S. 7	- - -	- - -	2 1 84	22 10 0	- - -	114 10 0	23 5 0	
Paddington, St. Paul's - N.S. 1	300 0 0	1856	7 4 2	24 10 0	- - -	28 10 10	13 14 0	
" " - N.S.	148 0 0	1857						
Padgate - " - N.S.	150 0 0	1844						
Padham - " - B.S. 4	- - -	- - -	3 0 5	18 15 0	- - -	22 5 0	32 6 0	
Padham - " - Wes. 5	- - -	- - -	1 0 2	- - -	- - -	47 3 4	23 1 0	
Parr, St. Peter's - N.S. 1	300 0 0	1844	- - -	28 15 0	- - -	10 0 0	21 11 0	
" " -								

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fittings.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
LINCOLN—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
North - Wes. 4	-	-	4 0 0	-	-	2 10 0	-	-
Oldland, Girls - N.S. 1	198 0 0	1850	1 16 0	24 3 4	-	57 10 0	16 5 0	-
Oldland, Mixed, N.S. 12	100 0 0	1850	3 16 0	47 10 0	-	78 15 0	31 18 0	-
Oldland Moor - " 8 5 4	1854							
Oldland, Grammar - " 6	-	-	1 13 4	44 16 8	-	40 18 4	15 19 0	-
Oldland, Mixed Moor - N.S. 12	-	-	4 13 7	268 6 8	41 5 0	918 6 8	72 18 0	-
Oldland, Night School 12	-	-	-	-	-	60 0 0	-	-
Oldland, Ch. Ch. - N.S. 3	*150 0 0	1840	8 16 0	32 10 0	-	270 1 0	23 14 0	-
Oldland, Ch. Ch. - N.S. 3	*200 0 0	1840	-	-	-	-	-	-
Oldland, Ch. Ch. - N.S. 3	150 0 0	1846	-	-	-	-	-	-
Oldland, Dale - N.S. 3	*300 0 0	1836	-	-	-	-	-	-
Oldland, on-the-Hill - N.S. 11	270 0 0	1844	1 17 6	38 10 0	-	66 10 0	1 5 0	-
Oldland, Hill - N.S. 11	450 0 0	1845	3 12 0	-	-	-	-	-
Oldland, Hill - N.S. 10	45 0 0	1845	13 4 2	164 12 6	-	308 9 2	45 5 0	-
Oldland, Hill - " 20 0 0	1852							
Oldland, St. - R.C. 3	-	-	6 7 6	22 18 4	-	102 5 0	-	-
Oldland, St. - R.C. 10	335 0 0	1841	14 7 5	220 13 4	46 15 0	1,213 15 0	54 0 0	-
Oldland, St. - " 66 10 0	1851							
Oldland, St. - " 18 0 0	1852							
Oldland, St. - " 100 0 0	1854							
Oldland, Model - Par. 1	*415 0 0	1834	15 11 7	292 5 0	-	1,236 13 4	37 0 0	-
Oldland, Model - " 785 0 0	1839		26 13 4	-	-	-	-	-
Oldland, Model - " 574 10 0	1850							
Oldland, Model - " 75 0 0	1850							
Oldland, Model - " 31 1 0	1851							
Oldland, Model - " 27 0 0	1857							
Oldland, Heathside, R.P. and Trinity N.S. 11	360 0 0	1853	11 17 0	80 7 6	-	164 0 0	29 19 0	-
Oldland, Parish Gram- 1	-	-	2 3 4	-	-	-	-	-
Oldland, Parish School - N.S. 1	187 13 4	1854	4 16 3	-	-	-	-	-
Oldland, Parish School - N.S. 9	106 0 0	1843	2 13 11	20 0 0	-	173 10 10	-	-
Oldland, Parish School - N.S. 9	106 0 0	1851	-	-	-	-	-	-
Oldland, Parish School - N.S. 11	210 0 0	1845	1 12 6	80 16 8	-	281 0 0	20 1 0	-
Oldland, Parish School - N.S. 11	35 0 0	1843	4 5 4	-	-	-	-	-
Oldland, Parish School - N.S. 11	-	-	-	68 16 8	-	61 5 0	12 13 0	-
Oldland, Parish School - P.U. 12	-	-	-	-	-	99 15 0	-	-
Oldland, Parish School - N.S. 11	*40 0 0	1836	3 12 7	-	-	-	-	-
Oldland, Parish School - N.S. 11	183 0 0	1847	1 7 11	-	-	-	-	-
Oldland, Parish School - N.S. 11	50 0 0	1844	1 6 8	-	-	-	-	-
Oldland, Parish School - N.S. 11	45 0 0	1844	-	-	-	-	-	-
Oldland, Parish School - N.S. 11	30 0 0	1844	-	-	-	-	-	-
Oldland, Parish School - N.S. 10	-	-	44 5 0	-	-	206 5 0	-	-
Oldland, Parish School - N.S. 10	*53 0 0	1834	1 2 2	-	-	-	-	-
Oldland, Parish School - N.S. 10	30 0 0	1841	0 16 7	10 0 0	-	-	3 5 0	-
Oldland, Parish School - N.S. 11	-	-	7 0 2	-	-	-	15 0 0	-
Oldland, Parish School - N.S. 11	*450 0 0	1835	-	-	-	-	-	-
Oldland, Parish School - N.S. 11	*906 0 0	1839	-	-	-	-	-	-
Oldland, Parish School - R.C. 11	38 0 0	1854	10 13 4	80 6 8	20 16 8	781 8 2	70 10 0	-
Oldland, Parish School - R.C. 11	106 13 4	1855	-	-	-	-	-	-
Oldland, Parish School - Night S. 11	-	-	-	-	-	20 0 0	-	-
Oldland, Parish School - R.C. 11	-	-	5 1 4	19 6 8	-	109 18 4	14 6 0	-
Oldland, Parish School - R.C. 11	126 11 6	1857	3 18 2	20 0 0	-	29 0 0	24 6 0	-
Oldland, Parish School - R.C. 11	-	-	1 0 2	-	-	63 0 0	-	-
Oldland, Parish School - R.C. 11	90 0 0	1853	5 11 8	-	-	41 0 0	11 3 0	-
Oldland, Parish School - N.S. 12	360 0 0	1847	15 6 1	31 3 4	-	41 0 0	24 5 0	-
Oldland, Parish School - N.S. 12	83 10 0	1855	-	-	-	-	-	-
Oldland, Parish School - Wes. 5	1,644 0 0	1857	6 13 4	30 1 8	-	9 13 4	6 5 0	-
Oldland, Parish School - R.C. 2	100 0 0	1841	3 13 4	-	-	-	-	-
Oldland, Parish School - N.S. 2	2 5 8	1843	1 1 9	45 0 0	-	725 1 8	43 12 0	-
Oldland, Parish School - Wes. 8	-	-	5 2 10	23 7 6	-	57 18 4	59 11 0	-

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants for Refectory and Industrial Schools.
	Amount.	Date of Payment.						
LANCASHIRE—cont.								
Witton, St. Mark's N.S.	204 0 0	1846						
Woolton - N.S.	300 0 0	1848						
Woolton, Little - N.S.	110 0 0	1845						
" - "	27 0 0	1846						
Worsley, Roe Green, Night School - N.S. 12	- - -	- - -	- - -	- - -	- - -	20 6 0		
Worsley - N.S. 12	- - -	- - -	7 17 24	324 18 4	- - -	941 7 6	112 12 0	2
Worsley (Ellenbrook) Night School - N.S. 12	- - -	- - -	- - -	- - -	- - -	35 0 0		
Yealand Conyers - N.S.	76 0 0	1841						
LEICESTERSHIRE.								
Appleby - B.S.	10 0 0	1842						
Ashby-de-la-Zouch N.S. 6	*250 0 0	1837	1 12 8	6 13 4	- - -	59 10 0	62 11 0	
" - "	5 18 0	1850						
" - "	60 0 0	1855						
Aylestone - N.S.	75 0 0	1845						
Bardon Park - B.S. 1	- - -	- - -	2 9 44	- - -	- - -	173 15 0		
Barkby - Par. 5	- - -	- - -	2 2 2	5 0 0	- - -			
Barkestone - N.S. 6	- - -	- - -	- - -	99 11 8	- - -	157 6 8	24 12 0	
Belgrave - N.S. 5	*60 0 0	1840	- - -	- - -	- - -	- - -	23 0 0	
Belton - N.S.	82 0 0	1814	- - -	- - -	- - -	- - -		
Blaby - N.S. 5	3 13 6	1849	- - -	- - -	- - -	- - -	4 15 0	
" - "	125 0 0	1819	- - -	- - -	- - -	- - -		
Blackfordby - N.S.	20 0 0	1844	- - -	- - -	- - -	- - -		
Bottesford - N.S.	418 3 0	1856	- - -	- - -	- - -	- - -		
Bowden, Great - N.S.	*60 0 0	1839	2 2 84	- - -	- - -	- - -		
Branstone and Eaton N.S.	70 0 0	1845						
Breedon-on-the-Hill N.S. 6	- - -	- - -	1 13 44	17 10 0	- - -	- - -	5 8 0	
Broughton Astley N.S. 6	95 0 0	1847	1 6 24	- - -	- - -	- - -	1 10 0	
Buckminster - N.S.	40 0 0	1842	0 19 114	- - -	- - -	- - -		
Burbage - N.S. 5	- - -	- - -	2 0 0	73 3 4	- - -	143 2 6	28 10 0	
Burbage - Wes. 5	- - -	- - -	2 9 0	13 15 0	- - -	- - -	3 14 0	
Coalville - N.S.	*70 0 0	1839	- - -	- - -	- - -	- - -		
" - "	4 0 0	1846	- - -	- - -	- - -	- - -		
Croxton Keyrial - N.S.	75 0 0	1845	- - -	- - -	- - -	- - -		
Dalby, Old - B.S. 12	- - -	- - -	3 3 04	81 5 0	- - -	300 10 0	8 15 0	
Donington Castle Par. 7	620 0 0	1855	- - -	- - -	- - -	- - -	15 19 0	
Eaton - " - Par. 5	3 0 11	1855	- - -	- - -	- - -	- - -		
Frisby-on-the-Wreak, N.S.	121 5 9	1855	1 1 2	- - -	- - -	- - -	1 18 0	
Gilmorton - N.S. 6	- - -	- - -	1 3 1	21 5 0	- - -	6 5 0	31 8 0	
Glenn, Great - Chof E. 5	- - -	- - -	- - -	16 5 0	- - -	5 0 0	9 9 0	
Griffydham - Wes. 12	349 16 8	1854	5 18 84	13 15 0	- - -	30 0 0	32 8 0	
Harborough Market N.S. 7	*100 0 0	1836	- - -	71 10 0	- - -	32 10 0	26 5 0	
" - "	60 0 0	1843	- - -	- - -	- - -	- - -		
Harborough Market B.S.	*205 0 0	1839	- - -	- - -	- - -	- - -		
Harby - N.S.	- - -	- - -	1 13 4	- - -	- - -	- - -		
Hathern - N.S. 6	254 0 0	1850	7 18 5	101 5 0	- - -	247 11 8	29 7 0	
Heather - N.S.	40 0 0	1846	- - -	- - -	- - -	- - -		
Higham-on-the-Hill N.S. 6	*48 0 0	1838	1 13 4	4 3 4	- - -	6 5 0	7 0 0	
" - "	23 12 6	1855	- - -	- - -	- - -	- - -		
Hinckley - N.S. 5	- - -	- - -	- - -	7 10 0	- - -	10 0 0	5 19 0	
Hinckley, Holy Trinity - N.S. 5	220 0 0	1848	7 5 7	- - -	- - -	10 16 8		
Hose - N.S.	80 0 0	1846	- - -	- - -	- - -	- - -		
Hugglescote and Donington - N.S. 6	*51 0 0	1838	1 18 44	- - -	- - -	- - -	5 15 0	
Ibstock - N.S. 6	- - -	- - -	- - -	16 5 0	- - -	47 5 10		
Ibstock - B.S. 1	81 0 0	1848	5 0 14	- - -	- - -	232 6 0	10 12 0	
" - "	40 0 0	1852	- - -	- - -	- - -	- - -		
" - "	23 5 0	1856	- - -	- - -	- - -	- - -		

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		Amount.	Date of Payment.						
LANCASHIRE—cont.									
Leaforth - N.S.	6	133 0 0	1840	5 6 4	82 10 10	-	60 0 0	52 14 0	
Leaforth-Beauchamp - N.S.	5	115 0 0	1843	-	71 0 0	-	276 2 6	23 0 0	
		32 0 0	1856						
Leaforth, North - N.S.	6	-	-	-	-	-	-	5 4 0	
Leaforth, South - N.S.	6	*40 0 0	1835	2 13 1	-	-	-	6 8 0	
		41 0 0	1851						
Leaforth - N.S.	6	-	-	-	-	-	-	1 8 0	
Leaforth Infirmary - Ch. of E.	-	-	-	-	-	-	-	2 2 0	
Leaforth - N.S.	-	45 0 0	1841	1 19 11	-	-	-	-	
Leaforth - N.S.	6	-	-	2 16 8	16 5 0	-	56 0 10	12 7 0	
Leaforth, County - N.S.	6	-	-	-	160 5 0	-	781 11 8	30 0 0	
Leaforth, Central - N.S.	6	-	-	-	105 16 8	-	281 0 0	-	
Leaforth, Ch. Ch. - N.S.	6	152 8 4	1841	6 18 3	-	-	-	-	
Leaforth, Curson St.) - N.S.	6	237 8 4	1853	6 0 5	34 15 0	-	92 10 0	-	
Leaforth, Great Meeting Day - B.S.	1	-	-	13 11 11	99 0 0	-	474 15 0	25 0 0	
Leaforth (Hill St.) - B.S.	1	*750 0 0	1834	20 16 8	55 0 0	-	655 6 8	45 0 0	
		120 0 0	1855						
Leaforth (Knighton Street) - N.S.	6	-	-	-	7 0 0	-	47 14 2	13 11 0	
Leaforth, Infant, Archdeacon Lane - B.S.	-	*100 0 0	1838	-	-	-	-	-	
Leaforth, St. John's - N.S.	5	-	-	5 14 4	3 15 0	-	-	11 8 0	
Leaforth, St. Margaret's - N.S.	5	*425 0 0	1835	8 12 10	27 0 0	-	66 0 0	-	
Leaforth, St. Mary's - Par.	-	-	-	4 3 4	-	-	-	-	
Leaforth, West - N.S.	12	-	-	5 18 3	-	-	264 14 2	-	
Leaforth, Emmanuel, Infant - N.S.	6	150 0 0	1834	2 15 8	10 0 0	-	46 10 0	23 0 0	
Leaforth, Lancasterian School - R.C.	8	-	-	-	15 0 0	-	308 0 0	21 13 0	
Leaforth, Mowbray, Free - N.S.	5	20 0 0	1852	8 11 11	229 3 4	-	708 3 4	40 12 0	
Leaforth, Mowbray - B.S.	12	-	-	3 15 10	17 18 4	-	52 15 0	-	
		-	-	26 13 4	-	-	-	-	
Leaforth, Mowbray, Ch.S.	-	100 0 0	1854	10 13 4	-	-	-	-	
Leaforth, Ch. of E.	5	-	-	-	26 18 4	-	7 10 0	15 0 0	
Leaforth, St. Bernard, Agricultural Colony - R.C.	5	-	-	-	-	-	-	-	773 4 5R
Leaforth - N.S.	6	-	-	-	51 13 4	-	-	12 7 0	
Leaforth, Infant - N.S.	6	-	-	-	-	-	-	6 7 0	
Leaforth - N.S.	5	220 0 0	1848	-	5 0 0	-	-	14 16 0	
Leaforth, Juvenile Reformatory - N.S.	6	-	-	-	-	-	-	-	122 5 5R
Leaforth - N.S.	5	85 0 0	1848	-	-	-	-	1 9 0	
Leaforth - N.S.	5	*48 0 0	1837	-	-	-	-	19 4 0	
		12 0 0	1847						
Leaforth - N.S.	-	-	-	1 0 9	-	-	-	-	
Leaforth - N.S.	6	*69 0 0	1839	2 18 4	17 10 0	-	30 8 4	-	
		17 3 4	1853						
Leaforth - N.S.	-	20 0 0	1846	1 9 1	-	-	-	-	
Leaforth - N.S.	6	70 0 0	1846	1 0 0	-	-	-	9 1 0	
Leaforth - N.S.	6	108 0 0	1848	-	-	-	-	5 5 0	
Leaforth - N.S.	5	*200 0 0	1837	7 13 9	168 14 2	8 6 8	782 0 10	47 4 0	
		17 0 0	1850						
		30 0 0	1855						
Leaforth (Earl's) - N.S.	6	-	-	2 7 4	82 3 4	-	45 0 0	24 18 0	
Leaforth - N.S.	-	75 0 0	1848	-	-	-	-	-	
Leaforth, Golding, Grammar School - N.S.	-	40 0 0	1843	-	-	-	-	-	
Leaforth - N.S.	-	-	-	1 4 0	-	-	-	-	
Leaforth - N.S.	-	40 0 0	1844	-	-	-	-	-	
Leaforth - N.S.	-	52 10 0	1844	-	-	-	-	-	
Leaforth - N.S.	7	294 6 0	1854	2 1 4	50 0 0	-	17 10 0	10 17 0	
Leaforth, Infant - N.S.	7	-	-	-	-	-	-	11 19 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
LEICESTERSHIRE—cont.								
Thurmaston - N.S. 5	125 0 0	1845	3 5 10½	5 0 0	-	34 3 4	5 16 0	
" - " - "	15 0 0	1846						
" - " - "	40 6 0	1837						
Twyford - Wes. -	-	-	3 13 4½					
Twyford - N.S. 6	54 0 0	1846	-	6 5 0	-	41 5 0	15 8 0	
" - " - "	22 0 0	1856						
Waltham-on-the-Wolds - N.S. 6	150 0 0	1847	3 13 5½	71 9 2	-	54 3 4	19 8 0	
Whetton, Long - N.S. 6	-	-	3 4 1½	-	-	14 3 4	14 3 0	
Whitwick - N.S. -	45 0 0	1836						
Wigston, Great - N.S. 5	50 0 0	1843	1 0 7½	15 0 0	-	8 3 4	23 1 0	
" - " - "	35 0 0	1844						
" - " - "	15 0 0	1856						
" - " - "	11 0 0	1857						
Woodhouse - N.S. -	46 0 0	1838						
Woodhouse Eaves, Evening School -	-	-	2 18 4½					
Woodville - N.S. 6	150 0 0	1849	-	-	-	-	14 3 0	
" - " - "	25 4 0	1835						
Wymeswold - N.S. 5	108 0 0	1847	-	35 0 0	-	-	7 10 0	
" - " - "	31 0 0	1854						
LINCOLNSHIRE.								
Alkborough - N.S. -	-	-	-	-	-	-	3 8 0	
Bardney, Kitching's Charity School -	-	-	1 10 1½					
Bardney - Wes. -	391 0 9	1857	5 0 0					
Barkstone - N.S. -	50 0 0	1835						
Barton-on-Humber - N.S. -	350 0 0	1844						
Barton-on-Humber Wes. 7	396 15 0	1830	13 8 2	152 5 0	-	708 15 10	46 3 0	
" - " - "	220 0 0	1857						
Bassingham - N.S. 2	244 0 0	1856	2 0 0	19 10 0	-	16 5 0	11 16 0	
Bassingham - Wes. 11	279 0 0	1856	5 11 0½	46 17 6	17 10 0	-	30 16 0	
Bellesau - N.S. 1	115 10 0	1857	2 15 8½					
Becsey - N.S. -	15 0 0	1845						
Bennington, Long - N.S. 2	161 0 0	1848	2 1 7½	32 15 0	-	125 6 8	18 3 0	
" - " - "	52 0 0	1849						
" - " - "	30 0 0	1854						
Bicker - N.S. -	72 0 0	1846	1 3 3					
Binbrooke - N.S. -	100 0 0	1843						
Blyton - N.S. -	75 0 0	1844						
Bolingbroke, New - N.S. -	-	-	1 4 8½					
Bolingbroke, Old, Girls - N.S. -	40 0 0	1842	1 8 8½					
" - " - "	25 0 0	1854						
Bolingbroke, Old, Boys - N.S. -	45 0 0	1842						
Boston - N.S. 2	497 5 0	1850	9 15 5½	72 10 0	-	549 3 4	24 10 0	
Boston - B.S. 7	28 19 5	1852	15 18 2	116 10 0	-	1,290 5 0	25 10 0	
Boston, Industrial Wes. 7	419 0 0	1856	23 4 0½	123 15 0	-	630 16 8	44 19 0	
" - " - "	39 7 0	1857						
Boston, West Church - N.S. 2	-	-	3 14 6½	94 5 0	-	196 15 0	1 10 0	
Bottesford - N.S. -	100 0 0	1847	0 4 7½					
Brooklesby Park - N.S. 2	-	-	2 12 0½	100 7 6	-	114 6 8	32 6 0	
Broughton (Brant) - Wes. 11	-	-	4 2 4½	12 10 0	-	80 0 0	47 2 0	
Burgh - Wes. 7	-	-	5 19 11½	7 10 0	-	-	5 1 0	
Burton Coggles - Par. -	-	-	1 6 0½					
Butterwick, West Ch. of E. 2	-	-	-	16 5 0	-	-	0 6 0	
Claypole - N.S. 2	-	-	1 14 8½	16 5 0	-	-	23 19 0	
Cleethorpe - N.S. -	349 1 5	1857						
Cockerington - N.S. -	42 0 0	1843						
Colsterworth - N.S. 2	-	-	4 7 7½	-	-	290 16 8	5 8 0	
Coningsby - N.S. -	90 0 0	1836						
Coningsby - Wes. -	-	-	1 13 4					
Covenham, Diocesan N.S. -	-	-	1 8 2					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
LINCOLNSHIRE—cont.								
Donham, St. Mary's	N.S. 2	28 0 0	1857	2 8 8½	16 2 6	-	1 3 0	
Donington, St. James'	N.S.	90 0 0	1850	3 7 2	-	-	-	
Donington-on-Bain	N.S.	100 0 0	1853	-	-	-	-	
Donington	N.S.	45 6 8	1852	2 6 8	-	-	-	
Donington	N.S. 2	70 0 0	1846	1 0 0	-	-	2 15 0	
Donington, West	Wes. 10	-	-	2 8 8½	12 7 6	-	7 10 3	
Donington	N.S.	84 0 0	1848	1 7 6½	-	-	-	
Donington	N.S. 2	100 0 0	1845	6 10 1½	150 6 8	-	513 17 6	9 11 0
Donington	N.S.	68 0 0	1856	-	-	-	-	
Donington	B.S.	-	-	6 10 10	-	-	-	
Donington	Wes. 10	250 0 0	1847	9 0 3½	178 6 8	-	641 14 2	17 16 3
Donington-le-Marsh	N.S.	*31 0 0	1838	-	-	-	-	
Donington, Grove End								
Donington, Ch. of E.	1	264 0 0	1857	2 17 0½	-	-	-	
Donington, N.S.	2	425 0 0	1855	6 13 4	33 0 0	-	79 5 0	41 4 0
Donington, Night S.	2	-	-	-	-	-	5 0 0	
Donington	N.S.	199 4 4	1856	1 14 4	-	-	-	
Donington	N.S.	300 0 0	1856	5 10 8	6 5 0	-	16 5 0	9 8 0
Donington	Wes. 6	150 0 0	1844	16 3 0½	33 15 0	-	814 6 8	
Donington	N.S. 2	40 0 0	1854	-	-	-	-	
Donington	"	36 0 0	1855	-	-	-	-	
Donington	"	53 0 0	1857	-	-	-	-	
Donington	B.S. 10	*100 0 0	1835	2 12 7½	39 0 0	-	62 10 0	24 6 6
Donington	"	11 0 0	1856	-	-	-	-	
Donington	"	3 18 10	1856	-	-	-	-	
Donington, St. Mary's	R.C.	-	-	3 6 0½	-	-	-	
Donington, Sunday and								
Donington, Ch. S.		*105 0 0	1835	-	-	-	-	
Donington	N.S.	-	-	1 13 4½	-	-	-	
Donington	Wes. 7	-	-	9 4 9½	22 10 0	-	102 0 0	36 7 0
Donington, Holgate	N.S. 2	70 0 0	1846	-	31 5 0	-	-	2 8 0
Donington	N.S.	110 0 0	1852	6 10 4½	77 15 0	-	125 6 8	38 5 0
Donington	N.S.	45 3 0	1855	-	-	-	-	6 7 6
Donington	Wes. 7	255 0 0	1856	2 0 0	7 10 0	-	-	4 5 0
Donington	N.S. 2	108 0 0	1846	1 5 7	-	-	-	1 3 0
Donington, Girls	N.S. 1	-	-	-	10 16 8	-	-	-
Donington	N.S.	-	-	1 3 6	-	-	-	-
Donington	N.S.	75 0 0	1845	2 1 11	-	-	-	-
Donington, St. John's	N.S.	75 0 0	1853	1 11 8	-	-	-	-
Donington	N.S. 1	-	-	4 0 0	-	-	44 0 0	41 14 0
Donington	N.S. 2	17 0 0	1841	3 3 11	-	-	53 19 2	-
Donington	"	22 0 0	1842	-	-	-	-	-
Donington	"	5 0 0	1846	-	-	-	-	-
Donington	N.S. 2	*97 0 0	1856	-	-	-	-	-
Donington-in-Lindsey	N.S. 2	-	-	2 1 3½	-	-	-	12 16 0
Donington	N.S. 2	-	-	2 12 3½	31 5 0	-	-	11 11 0
Donington	Wes. 7	-	-	3 6 8	7 10 0	-	-	4 14 6
Donington, New	N.S.	180 0 0	1852	7 11 0	51 7 6	-	268 0 0	49 5 0
Donington, New	B.S.	360 0 0	1857	4 13 4	-	-	-	-
Donington	N.S.	40 0 0	1840	0 16 8	-	-	-	-
Donington	B.S.	206 0 0	1841	-	-	-	-	-
Donington	Wes. 10	-	-	17 7 0½	152 10 0	-	860 5 0	57 12 6
Donington, Eastgate	N.S. 2	-	-	4 19 8½	-	-	144 8 4	9 10 0
Donington, (Miss Cookson's)	N.S. 2	-	-	9 19 11½	43 6 8	-	75 6 8	3 1 0
Donington, North Dis-	N.S. 2	397 10 0	1852	5 10 0½	73 13 4	62 1 8	48 6 8	11 6 0
Donington, St. Peter's,	N.S. 2	-	-	-	-	-	-	-
Donington, Central	N.S.	160 0 0	1855	-	-	-	-	-
Donington	N.S.	*75 0 0	1836	-	-	-	-	-
Donington	N.S.	130 0 0	1836	-	-	-	-	-
Donington	B.S. 8	450 0 0	1841	51 7 10½	241 6 8	57 18 4	1,404 12 6	18 3 0
Donington	"	168 0 0	1856	-	-	-	-	-
Donington	N.S.	155 0 0	1857	-	-	-	-	-
Donington, Marsh Chapel	N.S. 1	*60 0 0	1838	-	7 15 0	-	-	-
Donington	N.S.	83 0 0	1841	-	-	-	-	-
Donington	N.S. 2	110 7 10	1854	0 18 3	61 5 0	-	111 5 0	12 11 0
Donington	Wes. 10	-	-	4 15 0½	25 0 0	-	82 3 4	34 10 8

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	Amount.	Date of Payment.						
LINCOLNSHIRE—cont.								
Newton-on-Trent - Par. 1	-	-	£ 12 11	15 0 0	-	-	-	-
Newton (Wold) - N.S.	40 0 0	1848	-	-	-	-	-	-
Northorpe - N.S.	48 0 0	1848	-	-	-	-	-	-
Orby - N.S.	*28 0 0	1837	-	-	-	-	-	-
Owimby - N.S.	*36 0 0	1836	-	-	-	-	-	-
Owston - N.S. 2	81 0 0	1842	-	-	-	-	1 14 0	-
Partney - N.S. 2	-	-	-	-	-	-	6 0 0	-
Pinchbeck, East - N.S. 2	140 0 0	1844	15 1 11½	50 0 0	-	99 13 4	21 19 0	-
Pinchbeck, West - N.S. 1	-	-	-	49 10 0	-	227 10 0	18 11 0	-
Potterhanworth - N.S.	196 0 0	1856	-	-	-	-	-	-
Rasen (Market) - N.S. 2	79 6 8	1857	2 18 7½	-	-	-	6 18 0	-
Rowston - N.S. 3	78 10 0	1853	1 0 4½	-	-	-	2 0 0	-
Saleby - N.S.	50 0 0	1846	-	-	-	-	-	-
Saltfleetby - N.S. 3	64 0 0	1850	2 3 4	-	-	-	4 14 0	-
Saxilby - N.S. 2	120 0 0	1846	9 2 9½	50 0 0	-	312 5 0	7 4 0	-
" - " - "	5 4 0	1848	-	-	-	-	-	-
" - " - "	18 10 0	1849	-	-	-	-	-	-
Scarle, North - N.S.	-	-	-	-	-	-	1 14 0	-
Scotter and Scotton, N.S. 2	*100 0 0	1837	5 1 2	46 15 0	-	85 16 8	17 9 0	-
" - " - "	100 0 0	1847	-	-	-	-	-	-
" - " - "	26 0 0	1856	-	-	-	-	-	-
Skellingthorpe - N.S. 2	224 8 0	1857	2 1 8½	3 15 0	-	1 5 0	-	-
Skendleby - N.S.	60 0 0	1845	1 6 7	-	-	-	-	-
Skirbeck - N.S. 2	190 0 0	1840	4 0 9	62 18 4	-	151 0 0	49 5 0	-
Sleaford, New (Alvey's Charity) - N.S. 3	154 10 0	1852	2 13 4	55 0 0	-	1 5 0	9 11 0	-
Sleaford, Infants - N.S.	432 0 0	1857	-	-	-	-	-	-
Sleaford - Wes. 11	-	-	4 10 9	69 0 0	-	90 10 0	37 13 0	-
Southrow - Ch. of E. 8	234 0 0	1857	-	-	-	-	-	-
Spalding - N.S. 2	350 0 0	1846	3 0 9	166 7 6	-	156 3 4	11 12 0	-
" - " - "	33 6 8	1856	-	-	-	-	-	-
Spalding - B.S. 7	*180 0 0	1839	7 15 14	83 5 0	30 0 0	325 10 0	12 0 0	-
Spittlegate - N.S. 1	50 0 0	1844	6 9 24	10 0 0	-	30 8 4	13 0 0	-
Spittlegate - Wes. 8	-	-	3 6 8	37 5 0	-	55 8 4	33 1 0	-
Stamford and St. Martin's - N.S. 2	-	-	3 9 8½	11 11 8	-	52 10 0	3 5 0	-
Sutton, Long - B.S.	*168 0 0	1836	-	-	-	-	-	-
Sutton, St. Nicholas' N.S.	84 0 0	1849	2 0 8	-	-	-	-	-
Tetford - Wes. 11	-	-	1 5 10	26 5 0	-	15 0 0	12 7 0	-
Tetney - Wes. 7	318 0 0	1857	4 3 4	6 5 0	-	-	1 17 0	-
Thoresby, North - Wes. 8	341 0 0	1856	2 0 0	28 15 0	-	32 10 0	23 15 0	-
Timberland - N.S.	66 5 0	1850	-	-	-	-	-	-
Toynton, All Saints' N.S.	100 0 0	1846	0 10 0	-	-	-	-	-
Uffington (Earl Lindsey's) - N.S. 2	-	-	2 2 0	15 0 0	-	-	-	-
Ulceby - N.S. 1	187 2 0	1846	1 13 4½	-	-	-	3 5 0	-
Waddington - Ch. S. 2	176 0 0	1855	1 7 2	55 10 0	-	51 0 0	24 18 0	-
Wainfleet, All Saints' N.S.	351 0 0	1857	-	-	-	-	-	-
Wainfleet, St. Mary's N.S. 2	-	-	-	56 5 0	-	11 5 0	-	-
Wainfleet - Wes. 8	-	-	6 12 8½	84 10 0	-	221 16 8	47 1 0	-
Wellington - N.S.	45 0 0	1848	-	-	-	-	-	-
Welton - Par. 2	-	-	4 3 7½	72 10 0	-	-	10 2 0	-
Welton-le-Wold - N.S. 2	*25 0 0	1840	2 14 0½	-	-	76 13 4	18 3 0	-
Weston, St. Mary's - N.S. 2	-	-	1 11 3½	16 5 0	-	114 3 4	23 6 0	-
Whaplode Drove - N.S.	50 0 0	1845	-	-	-	-	-	-
Willoughton - N.S.	56 0 0	1846	-	-	-	-	-	-
Winterton - N.S. 2	*90 0 0	1840	5 14 0½	30 10 0	-	135 7 6	34 7 0	-
" - " - "	68 4 8	1857	-	-	-	-	-	-
Winterton Indust. Dep. - Wes. 7	105 0 0	1851	10 4 9	126 15 9	-	296 0 0	37 15 0	13 0
Wintringham - N.S. 1	80 0 0	1846	2 2 7½	21 5 0	-	54 0 0	46 7 0	-
" - " - "	50 0 0	1855	-	-	-	-	-	-
Withern - N.S. 2	81 15 0	1850	2 16 4	-	-	-	1 10 0	-
Wrawby - N.S. 1	60 0 0	1843	1 18 10½	37 10 0	-	98 18 4	19 10 0	-
" - " - "	60 0 0	1846	-	-	-	-	-	-
" - " - "	4 17 6	1848	-	-	-	-	-	-
" - " - "	38 0 0	1856	-	-	-	-	-	-

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	Amount.	Date of Payment.						
MIDDLESEX.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Andrew's - N.S. 9	153 0 0	1853	3 17 6½	71 13 4	- -	13 0 0	20 13 0	- -
St. Andrew's - Wes. 6	- - -	- -	- -	43 3 4	- -	- -	5 2 0	- -
St. Andrew's Street, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - R.C. 1	- - -	- -	2 13 4½	5 0 0	- -	68 3 4	- -	- -
St. Andrew's - N.S. 5	- - -	- -	1 8 8½	20 0 0	- -	5 0 0	10 11 0	- -
St. Andrew's Street, North,	- - -	- -	- -	390 13 4	- -	720 5 0	36 7 0	- -
St. Andrew's - N.S. 10	- - -	- -	- -	41 10 0	- -	122 5 0	13 3 0	- -
St. Andrew's Street, South,	- - -	- -	- -	- -	- -	- -	- -	- -
Governor Chapel S. - 10	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's Place,	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 4	- - -	- -	10 0 9	156 15 0	- -	514 0 0	- -	- -
St. Andrew's Gardens - N.S. 4	28 0 0	1846	19 9 1½	318 1 8	- -	1,325 18 9	21 5 0	- -
St. Andrew's - N.S. 4	10 0 0	1849	- -	- -	- -	- -	- -	- -
St. Andrew's St. Giles' (Ja-	- - -	- -	- -	- -	- -	- -	- -	- -
son's Well Court) B.S.	*150 0 0	1835	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S.	*250 0 0	1837	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 12	- - -	- -	- -	81 2 6	- -	672 15 0	17 17 0	- -
St. Andrew's - N.S.	108 0 0	1846	- -	- -	- -	- -	- -	- -
St. Andrew's Green	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's (Abbey Street) - B.S. 6	*750 0 0	1830	25 12 6	151 0 0	83 6 8	1,017 4 2	50 10 0	- -
St. Andrew's - B.S.	467 0 0	1846	- -	- -	- -	- -	- -	- -
St. Andrew's - B.S.	200 0 0	1851	- -	- -	- -	- -	- -	- -
St. Andrew's - B.S.	271 0 0	1837	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S.	395 0 0	1846	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's (Tyer)	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 3	400 0 0	1845	11 4 1½	84 3 4	- -	953 10 0	- -	- -
St. Andrew's - N.S.	150 0 0	1856	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St. Bar-	- - -	- -	- -	- -	- -	- -	- -	- -
tholemew's Elementary S.	466 0 0	1856	- -	- -	- -	- -	- -	- -
St. Andrew's Green (Castle	- - -	- -	- -	- -	- -	- -	- -	- -
Street), Gascoigne	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - B.S. 6	470 0 0	1841	10 9 11½	94 4 2	- -	740 8 4	22 8 0	- -
St. Andrew's - B.S.	100 0 0	1842	- -	- -	- -	- -	- -	- -
St. Andrew's - B.S.	80 10 0	1850	- -	- -	- -	- -	- -	- -
St. Andrew's - B.S.	50 0 0	1854	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's the Great - N.S. 4	404 0 0	1846	5 5 8½	105 0 0	- -	656 8 4	- -	- -
St. Andrew's - N.S.	9 18 0	1843	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S.	20 0 6	1854	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 5	600 0 0	1843	3 14 0½	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 3	500 0 0	1843	1 10 5½	96 11 8	- -	205 5 0	9 6 0	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 4	20 0 0	1845	5 16 2½	69 0 0	- -	510 12 6	- -	- -
St. Andrew's - N.S.	50 0 0	1849	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 6	494 0 0	1852	1 0 1	36 5 0	- -	27 1 8	6 0 0	- -
St. Andrew's - N.S.	4 10 0	1857	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 4	9 19 0	1848	2 17 6½	155 0 0	- -	614 5 10	- -	- -
St. Andrew's - N.S.	561 13 4	1852	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 8	636 0 0	1854	6 9 2½	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's Zelotes',	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 3	400 0 0	1845	2 13 4	6 5 0	- -	9 13 4	9 0 0	- -
St. Andrew's - N.S.	7 17 4	1853	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's Zelotes',	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S.	400 0 0	1855	- -	- -	- -	- -	- -	- -
St. Andrew's Green, St.	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's - N.S. 3	563 0 0	1851	5 10 0½	67 1 8	- -	48 3 4	9 6 0	- -
St. Andrew's St. Andrew's,	- - -	- -	- -	- -	- -	- -	- -	- -
St. Andrew's Hill, Inf. N.S.	142 0 0	1847	- -	- -	- -	- -	- -	- -
St. Andrew's - R.C. 2	- - -	- -	13 5 0	- -	- -	557 18 4	31 13 0	- -
St. Andrew's - Indust. Dep.	- - -	- -	- -	- -	- -	- -	- -	273 10 0

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Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
<i>MIDDLESEX—cont.</i>	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
West Girls - N.S. 12	- - -	-	- - -	6 13 4	- - -	- - -	7 0 0	- - -
West Road, St.	- - -	-	- - -	- - -	- - -	- - -	- - -	- - -
Westbury's - N.S. 12	250 0 0	1853	9 16 13	110 13 4	- - -	212 5 0	17 5 0	- - -
Westwell - R.C.	- - -	-	8 17 4	- - -	- - -	- - -	- - -	- - -
Westwell, St. Mark's N.S. 3	- - -	-	- - -	- - -	- - -	2 10 0	16 11 0	- - -
Westwell, Lamb and Flax Bagged Sch.	18 8 2	1848	- - -	- - -	- - -	- - -	- - -	- - -
Westwell, Commercial Road, St. Patrick's and St. Augustine's - R.C. 3	- - -	-	13 6 8	- - -	- - -	182 6 8	- - -	- - -
Westwell Court, Ch. of Scot.	375 0 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
Westwell, Refuge for the Destitute - 1	- - -	-	- - -	- - -	- - -	- - -	- - -	728 10 6R
Westwell, St. in the West - N.S. 2	- - -	-	6 16 94	142 10 0	- - -	223 15 0	- - -	- - -
Westwell, Place, St. Edward's - R.C. 2	- - -	-	7 5 34	61 13 4	- - -	203 0 0	3 8 0	- - -
Westwell (Upper) Ch.S.	118 0 0	1853	- - -	- - -	- - -	- - -	- - -	- - -
Westwell - N.S. 6	- - -	-	- - -	51 8 4	- - -	122 10 0	16 12 0	- - -
Westwell - B.S. 6	*200 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
Westwell Lock Factory Government School - 6	- - -	-	- - -	17 10 0	- - -	20 16 8	11 5 0	- - -
Westwell Highway, St. James Chapel - N.S. 6	*203 0 0	1834	- - -	43 15 0	15 0 0	45 0 0	33 13 0	- - -
Westwell Highway, St. James, Infant - N.S. 6	- - -	-	- - -	- - -	- - -	- - -	11 2 0	- - -
Westwell, Jesus Chapel - N.S.	75 0 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
Westwell - N.S.	30 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Westwell - B.S.	60 0 0	1842	- - -	- - -	- - -	- - -	- - -	- - -
Westwell, Holy Trinity, Moral and Industrial School - 6	300 0 0	1848	5 0 10	35 0 0	- - -	318 10 0	26 9 0	- - -
Westwell - 200 0 0	- - -	1849	20 6 8	- - -	- - -	- - -	- - -	- - -
Westwell - 100 0 0	- - -	1851	- - -	- - -	- - -	- - -	- - -	- - -
Westwell - 10 0 0	- - -	1852	- - -	- - -	- - -	- - -	- - -	- - -
Westwell, Indust. Dep. 6	- - -	-	- - -	- - -	- - -	- - -	- - -	70 12 0
Westwell, St. Mary's N.S. 6	1,058 15 6	1855	2 6 84	35 10 0	- - -	- - -	8 14 0	- - -
Westwell, St. James' (Curran Road) - N.S. 2	600 0 0	1854	7 5 24	32 16 8	- - -	320 15 0	- - -	- - -
Westwell, St. Paul's N.S.	365 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
Westwell, Wilson Street) - Wes. 3	20 0 0	1857	3 6 74	15 0 0	- - -	- - -	7 13 0	- - -
Westwell, Street (Red Line Square) - B.S.	*334 0 0	1834	- - -	- - -	- - -	- - -	- - -	- - -
Westwell, Square - B.S.	- - -	-	- - -	630 0 0	- - -	- - -	- - -	- - -
Westwell, All Saints' N.S. 5	- - -	-	3 7 6	208 13 4	- - -	537 9 2	- - -	- - -
Westwell, St. Mary's, North End - N.S.	142 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Westwell, St. Thomas' R.C. 2	- - -	-	2 2 8	103 10 10	- - -	335 1 8	- - -	- - -
Westwell, St. Barnet - N.S. 7	373 10 0	1854	2 9 5	25 0 0	- - -	15 0 0	11 15 0	- - -
Westwell, St. Lincolns Inn Fields R.C. 2	100 0 0	1851	7 10 0	5 16 8	- - -	532 5 0	8 10 0	- - -
Westwell, St. in the West, Ch. Ch. Wallborough Street, (Lower) - Ch.S. 11	175 0 0	1844	8 2 114	81 6 8	- - -	643 8 4	21 19 0	- - -
Westwell, St. in the West, Middlesex Society's School - 3	- - -	-	4 5 04	- - -	- - -	5 0 0	10 12 0	- - -
Westwell, St. in the West, St. Mary's (Holmeson Street), Upper - N.S. 11	1,078 0 0	1840	18 19 44	202 12 6	- - -	1,292 11 8	- - -	- - -
Westwell, St. in the West, St. Matthew's N.S. 11	- - -	-	- - -	58 16 8	- - -	30 10 0	10 4 0	- - -
Westwell, St. in the West (Pell Street) R.C. 2	- - -	-	13 6 8	- - -	- - -	88 11 8	37 5 0	- - -

a Scientific apparatus.

b Grant in lieu of retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certific- ated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants for Refec- tories, and Indus- trial Sch.
	Amount.	Date of Payment.						
MIDDLESEX—cont.								
Giles' St., in the Fields - N.S. 10	-	-	-	8 4 9	105 15 0	-	40 10 0	12 6 0
Giles' St., in the Fields, Trinity - N.S. 10	-	-	-	-	43 15 0	-	60 0 0	3 12 0
Giles' St., in the Fields, Refuge, Boys - R.C. 10	-	-	-	-	-	-	-	320 0 0
Giles' St., and Blooms- bury - Par. 10	-	-	-	-	11 5 0	-	-	-
Gordon Square, All Saints' - N.S. 11	20 4 0	1848	14 11 0	37 13 4	-	811 10 0	5 1 0	-
Hackney, West - N.S. 3	15 5 4	1848	10 4 10	138 11 8	-	174 16 8	-	-
Hackney Road, Adel- phi Chapel, Glouce- ster Street - B.S. 3	*200 0 0	1838	-	10 0 0	-	57 0 0	22 15 0	-
Hackney Road (Ann's Place) - B.S.	-	-	-	-	-	-	-	-
" " " " "	200 0 0	1841	-	-	-	-	-	-
" " " " "	40 0 0	1845	-	-	-	-	-	-
Hackney Road (Wey- mouth Terrace) - B.S. 6	600 0 0	1841	18 8 0	165 0 0	-	1,508 13 4	32 10 0	-
" " " " "	9 7 2	1850	-	-	-	-	-	-
" " " " "	85 0 0	1850	-	-	-	-	-	-
" " " " "	45 0 0	1855	-	-	-	-	-	-
Hackney, South (Charity) - N.S. 10	-	-	4 7 5	72 19 2	-	84 0 0	6 13 0	-
Haggerstone, St. Mary's - N.S. 4	*240 0 0	1839	7 3 6	145 15 0	20 0 0	1,137 2 6	-	-
" " " " "	114 0 0	1843	-	-	-	-	-	-
" " " " "	7 9 6	1848	-	-	-	-	-	-
" " " " "	20 0 0	1849	-	-	-	-	-	-
" " " " "	25 0 6	1853	-	-	-	-	-	-
Haggerstone (Hert- ford Place) - B.S.	*50 0 0	1838	-	-	-	-	-	-
Hammersmith - N.S.	*120 0 0	1837	-	-	-	-	-	-
" " " " "	23 6 8	1855	-	-	-	-	-	-
Hammersmith - B.S.	*150 0 0	1838	-	-	-	-	-	-
Hammersmith, Asy- lum of the Good Shepherd Reforma- tory - R.C. 7	-	-	-	-	-	-	-	247 1 0
Hammersmith, Brook Green, Blyth House Reformatory - 2	-	-	-	-	-	-	-	134 1 0
Hammersmith, St. Mary's, Practising School - R.C. 2	276 0 0	1852	5 10 0	63 15 0	-	224 0 0	6 0 0	-
Hammersmith, St. Paul's - N.S. 9	-	-	-	10 10 0	-	-	-	-
Hammersmith, St. Pe- ter's - N.S. 9	-	-	-	91 11 8	-	149 3 4	-	-
Hammersmith, St. Pe- ter's and St. Paul's, Ragged School -	200 0 0	1853	-	-	-	-	-	-
Hampstead, Ch. Ch. N.S. 5	631 16 0	1856	6 13 4	60 0 0	-	54 6 8	36 0 0	-
Hampstead Family Home - 2	-	-	0 18 4	-	-	-	-	110 0 0
Hampstead, St. John's Par. 3	1,386 0 0	1857	3 1 7	263 18 4	-	622 11 8	24 17 0	-
Hampstead, St. John's Chapel (Downshire Hill) - N.S. 4	-	-	10 18 5	135 16 8	-	259 15 0	-	-
Hampstead (West End) N.S.	110 0 0	1846	-	-	-	-	-	-
Hampton Wick - N.S. 3	30 0 0	1846	2 0 0	75 15 0	-	29 3 4	-	-
Hanwell - N.S. 6	829 16 0	1855	6 8 2	75 1 8	-	380 19 2	66 1 0	16 10 0
" Indust. Dep. Hanworth - N.S.	90 0 0	1848	-	-	-	-	-	-
Harlington and Cran- ford - N.S.	166 0 0	1848	-	-	-	-	-	-

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
ADDLESEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Grandsworth - N.S.	75 0 0	1847						
by Alley (Parsonage Street) - B.S. 6	- - -	-	5 17 1½	61 11 8	- - -	832 11 8	5 17 0	
on-the- - N.S. 5	*50 0 0	1838	12 7 10½	204 13 4	70 8 4	409 9 2	67 5 0	
" - " - N.S.	240 0 0	1853	213 0 0					
" - " - N.S.	264 0 0	1853						
St. Street, Covent Garden - B.S. 5	*400 0 0	1839	- - -	13 6 8	- - -	34 0 0	13 8 0	
" - " - B.S.	- - -	-	- - -	552 1 8	- - -			
St. Andrew's - Par. 11	- - -	-	6 4 10	182 0 0	- - -	689 15 0		
" - N.S.	*60 0 0	1837						
St. Peter, All Saints, Ch. of E.	276 0 0	1857						
St. Mary, Metropolitan District Sch. - 1	250 0 0	1850	40 10 9½	65 0 0				
" - " - N.S.	200 0 0	1853						
St. Mary Vale - N.S.	*80 0 0	1836						
" - B.S. 6	- - -	-	2 4	70 10 0	- - -	67 18 4	27 18 0	
St. Michael's - N.S. 4	1,800 0 0	1852	16 4 10½	287 13 4	- - -	1,046 10 0	131 17 0	
" - " - N.S.	325 0 0	1855						
" - Night S. Ind. Dep. - N.S. 5	- - -	-	- - -	13 6 8	- - -	5 0 0	- - -	59 7 6
St. Andrew, Girls - N.S. 5	- - -	-	- - -	13 6 8	- - -	29 0 0	8 17 0	
St. Andrew and Cowley - N.S. 5	22 10 0	1857	- - -	72 16 8	- - -	18 15 0	31 10 0	
" - " - N.S.	8 16 0	1857	- - -		- - -			
St. John, Dunn's Pass - R.C. 2	- - -	-	- - -	23 15 0	- - -	- - -	- - -	
" - Ind. Dep. - N.S. 4	- - -	-	- - -	73 5 0	- - -	72 10 0	9 5 0	54 19 8
St. Mary, Trinity - N.S. 2	- - -	-	3 11 11½	11 5 0	- - -	1 5 0	6 12 0	
St. Martin, Rams, Episcopal and Colonial Model School, Gray's Inn Road - 8	- - -	-	- - -	10 0 0	- - -			
St. Peter in the East, Reformatory - N.S. 3	- - -	-	9 13 0½	400 13 4	403 15 0	1,863 3 4	61 15 0	
St. Mary - N.S. 4	63 0 0	1848	2 13 4	207 7 6	- - -	711 15 0	24 4 0	244 1 9R
" - " - N.S.	20 0 0	1848						
" - " - N.S.	50 0 0	1849						
St. John, St. John's - N.S. 4	550 0 0	1843	24 15 0	174 17 6	40 0 0	1,610 15 0		
" - " - N.S.	12 18 4	1848						
" - " - N.S.	303 0 0	1848						
" - " - N.S.	20 0 0	1849						
" - " - N.S.	13 6 8	1851						
St. Mary's Charity Ch. S. - R.C. 2	- - -	-	9 15 0	79 0 0	56 5 0	6 5 0	26 10 0	
St. Mary's - N.S. 11	436 15 0	1853	4 3 4	52 1 8	- - -	- - -	6 12 0	
St. Martin, All Saints' District, Sunday, and Infant S. - 6	70 0 0	1848	6 6 11½	127 3 4	21 13 4	319 10 0	66 10 0	
St. Martin Reformatory - N.S. 8	*100 0 0	1838	- - -	- - -	- - -	- - -	- - -	103 17 0R
St. Martin, St. James' (Shilohway) - N.S. 8	1,000 0 0	1855	26 4 10½	183 16 8	- - -	360 11 8	23 7 0	
St. Martin, Chapel of - Par. 3	- - -	-	- - -	- - -	- - -	- - -	17 10 0	
St. Mary (Upper Holway) St. John's - N.S. 11	- - -	-	10 4 4½	122 0 0	- - -	361 3 4	16 2 0	
St. Mary, St. Jude's Ch. of E. - N.S. 4	1,100 0 0	1857	7 10 0	- - -	- - -	7 6 8	- - -	
" - " - N.S.	300 0 0	1843	16 9 6½	142 5 10	- - -	632 18 4	- - -	
" - " - N.S.	100 0 0	1850						
" - " - N.S.	23 6 8	1852						
" - " - N.S.	43 16 8	1857						

a Scientific apparatus.

b Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants for Refectory and Industrial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.								
Islington, St. Michael's N.S. 10	-	-	-	-	177 5 0	52 13 4	461 10 0	38 3 0
Islington, St. Paul's N.S. 4	*216 0 0	1884	-	-	20 0 0	-	-	-
" "								

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
INDULNEY—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Ward, Aldersgate (Packington) - 6	-	-	-	53 5 0	25 0 0	33 6 8	2 11 0	
Ward, Diocesan	-	-	-					
Ward of Education -	-	-	38 19 0½					
Ward, Langbourne	-	-	-					
Ward - N.S.	-	-	3 0 0					
Ward, East (John Street) - R.C. 1	-	-	-	-	-	626 5 0	12 10 0	
Ward, East (14, 1st Lion Street, Vapping) - R.C. 2	-	-	17 16 9	20 5 0	-	73 13 4	23 10 0	
Ward, East (Shoe Box Society) Refuge and Reformatory - 6	-	-	-	-	-	-	-	169 0 0R
Ward, Unitarian Domestic Mission (Chapel Street, Coppenhall) - 6	-	-	7 14 7	119 0 10	-	315 13 4	6 18 0	
Ward, Fox and East Court - B.S. 3	-	-	-	28 3 4	-	-	9 6 0	
Ward, Moor Lane, St. Bartholomew's Ch. of E. 9	-	-	-	3 6 8	-	-	-	
Ward, North-west Laboratory - 5	-	-	-	-	-	-	-	1,313 18 4R
Ward, First School - N.S. 3	-	-	-	4 3 4	-	2 10 0	-	
Ward, Second Ward (Shoe Lane) - 3	-	-	9 0 0	40 3 4	-	41 16 8	17 8 0	
Ward, Tower Ward - 9	-	-	-	4 2 6	-	-	-	
Ward (City of) - N.S. 3	-	-	6 1 7½	27 0 0	-	44 0 0	16 16 0	
Ward Hill Industrial School - 3	-	-	-	-	-	-	-	122 16 7R
Ward, St. in the Fields (Adelaide Place) - N.S. 4	60 0 0	1855	-	119 15 0	-	1,044 16 8	-	
Ward, St. in the Fields, Northern - N.S. 4	629 0 0 234 1 6	1855 1855	7 1 4½	123 2 6	-	389 16 8	8 14 0	
Ward, St. in the Fields - N.S. 5	-	-	-	38 13 4	3 2 6	14 13 4	4 5 0	
Ward, St. in the Fields - N.S. 9	165 0 0 25 0 0 48 0 0	1837 1848 1857	10 6 0	-	-	573 0 0	20 15 0	
Ward, St. in the Fields, Ch.Ch. - N.S. 10	-	-	12 7 10½	143 3 4	66 13 4	461 13 4	41 5 0	
Ward, St. in the Fields, Eastern - N.S. 9½	-	-	11 2 7	51 13 4 124 16 8	-	1,246 1 8 488 0 0	45 15 0 7 10 0	
Ward, St. in the Fields, Girls - N.S. 9½	-	-	-	-	-	-	-	321 14 11R
Ward, St. in the Fields, Grotto - 2	-	-	-	-	-	-	-	259 6 9R
Ward, St. in the Fields, Hill Street, Dorset Square, Laboratory 8. - 2	-	-	-	-	-	-	-	
Ward, St. in the Fields, Nutford - 4	-	-	10 18 6½	157 5 0	-	474 5 0	25 0 0	
Ward, St. in the Fields, Diocesan - 2	-	-	1 9 11½	-	-	133 0 0	-	
Ward, St. in the Fields, Presbyterian School - R.C. 1	-	-	8 14 3½	25 16 8	-	515 15 0	7 7 0	
Ward, St. in the Fields, St. Mary's - N.S. 3	-	-	10 0 0	68 6 8	-	1,179 11 8	-	
Ward, St. in the Fields, Trinity - N.S. 10	-	-	35 11 6½	111 0 0	-	523 11 8	61 15 0	
Ward, St. in the Fields, Methodist Church - 3	-	-	-	-	-	-	-	
Ward, St. in the Fields, Masters' Asso- - 3	-	-	31 13 5	-	-	-	-	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants for Refectory and Industrial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.								
Metropolitan, West, (Red Lion Square) Jews - 1	-	-	-	25 0 0	-	-	-	-
Mile End, New Town, Church Street - B.S. 5	-	-	4 19 9	17 10 0	-	10 16 8	12 10 0	-
Millwall - B.S.	252 0 0	1848	-	-	-	-	-	-
Mimms, South - N.S.	*75 0 0	1837	-	-	-	-	-	-
Moor Street, Edgeware Road - R.C. 1	-	-	3 6 8½	-	-	29 0 0	-	-
Muswell Hill, St. James' N.S.	119 10 0	1850	-	-	-	-	-	-
New North Road, Minster Street - Wes. 2	1,360 0 0	1850	16 13 4	-	-	8 6 8	-	-
Northwood - Ch. of E. 3	-	-	-	11 13 4	-	-	20 16 0	-
Notting Hill, St. John's Ch. of E. 9	-	-	3 4 2½	18 3 4	-	15 0 0	5 10 0	-
Old St. Road, St. Mark's N.S.	410 0 0	1857	9 7 5½	-	-	-	-	-
Paddington, All Saints' N.S. 12	180 0 0	1852	7 6 2	138 18 4	-	397 10 0	-	-
Paddington Green, St. Mary's - N.S. 11	*250 0 0	1834	-	168 1 8	-	1,164 10 0	27 2 0	-
Paddington, Harrow Road, Woodfield School N.S. 3	-	-	-	11 13 4	-	-	2 19 0	-
Paddington, Home Reformatory for Girls - 2	-	-	-	-	-	-	-	169 0 0
Paddington, St. John's N.S. 12	-	-	9 7 2½	241 17 6	-	820 3 4	22 10 0	-
Pancras, St. - N.S. 4	-	-	-	264 16 8	17 5 0	1,384 8 4	6 13 0	-
Pancras, St., Brook Street, New Road, Reformatory 6	-	-	-	-	-	-	-	165 0 0
Pancras, St., Ch.Ch. N.S. 4	*320 0 0	1838	20 11 7½	155 10 0	20 16 8	1,130 0 0	-	-
" " " "	33 6 8	1852	-	100 0 0	-	-	-	-
" " " "	27 17 4	1853	-	-	-	-	-	-
" " " "	157 16 0	1857	-	-	-	-	-	-
Pancras, St., St. John the Evangelist's, District - N.S. 6	-	-	-	24 15 0	-	121 13 4	31 5 0	-
Pancras, St., East, Britannia Street, Gray's Inn Road - N.S. 10	45 0 0	1840	11 16 7	151 10 0	45 0 0	1,280 18 4	20 5 0	-
" " " Industrial	-	-	-	-	-	-	-	66 10 0
Pancras, St., East, Dutton Street - N.S.	550 0 0	1844	-	-	-	-	-	-
" " " "	45 0 0	1852	-	-	-	-	-	-
Pancras, St., Holy Trinity - N.S. 4	819 0 0	1851	22 6 8½	161 1 8	55 0 0	655 7 6	-	-
Pancras, St., Percy Chapel, The Russell School - - - 9	*50 0 0	1835	6 0 11½	138 10 0	-	298 10 0	3 10 0	-
" " " "	6 10 0	1850	-	-	-	-	-	-
Pancras, St., Woburn Chapel - - - 9	-	-	2 12 7½	18 0 0	-	55 0 0	0 15 0	-
Pentonville, Infants N.S. 10	-	-	2 1 11	49 0 0	-	52 10 0	18 2 0	-
Pimlico, St. Barnabas', (late Knightsbridge, St. Paul's,) - N.S. 1	400 0 0	1847	5 17 9	91 0 0	-	244 5 0	-	-
" " " "	10 0 0	1854	-	-	-	-	-	-
Pimlico, Buckingham Chapel (Palace Street) B.S.	100 0 0	1834	-	-	-	-	-	-
Pimlico, Eaton Chapel N.S. 2	-	-	-	16 5 0	-	-	-	-
Pimlico, St. Michael's N.S. 2	355 0 0	1850	25 12 6½	188 13 4	-	653 11 8	19 5 0	-
" " " "	708 0 0	1857	59 10 0	-	-	-	-	-
Pimlico, St. Peter's N.S. 12	-	-	12 11 3	45 10 0	-	400 0 0	-	-
Ponder's End - N.S.	85 0 0	1841	-	-	-	-	-	-
Poplar and Blackwall B.S. 4	-	-	12 10 0½	20 13 6	30 0 0	53 10 0	-	-

a Retiring pension,

b Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
MIDDLESEX—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Regent St. B.S. 7	- - -	- - -	- - -	33 0 0	- - -	254 10 0	32 15 0	
Wade Street E.C. 1	- - -	- - -	4 14 2	42 0 0	- - -	383 1 8	4 10 0	
Wood Town, Family House	- - -	- - -	- - -	- - -	- - -	- - -	- - -	70 9 6n
Wanna Chapel - Ch.S. 4	- - -	- - -	12 12 0	96 2 6	- - -	210 10 0	21 5 0	
Wanna Square - N.S. 4	- - -	- - -	6 3 3½	82 10 0	- - -	919 14 2	- - -	
Wanna Street, Great. Wes. 5	- - -	- - -	9 19 2½	197 15 0	- - -	551 2 6	16 0 0	
Wanna Street, St. Luke's (City Road) Wes. 6	*225 0 0	1890	5 12 8½	120 0 0	- - -	1,309 9 2	23 18 0	
" " " " "	222 0 0	1843	- - -	- - -	- - -	- - -	- - -	
" " " " "	24 0 0	1849	- - -	- - -	- - -	- - -	- - -	
" " " " "	16 18 8	1849	- - -	- - -	- - -	- - -	- - -	
" " " " "	21 0 0	1856	- - -	- - -	- - -	- - -	- - -	
" " " " "	670 0 0	1857	- - -	- - -	- - -	- - -	- - -	
Wanna Cross, St. James' - N.S.	150 0 0	1841	- - -	- - -	- - -	- - -	- - -	
" " " " "	100 0 0	1853	- - -	- - -	- - -	- - -	- - -	
Wanna Hill, St. Mary's (Ornlaw) (West) - N.S. 4	187 0 0	1853	7 18 2	138 6 8	- - -	394 15 0	18 3 0	
Wanna St. (Within) N.S. 12	23 10 0	1846	5 0 0	84 11 8	- - -	129 3 4	17 14 0	
Wanna Court, Boys N.S. 12	- - -	- - -	- - -	- - -	- - -	- - -	- - -	
Wanna Church's, Girls N.S. 12	- - -	- - -	- - -	20 3 4	- - -	32 10 0	10 15 0	
Wanna's Bush, St. Stephen's - Par. 5	- - -	- - -	- - -	6 5 0	- - -	9 13 4	18 5 0	
Wanna - N.S. 6	- - -	- - -	- - -	21 5 0	- - -	- - -	5 8 0	
Wanna's Town - B.S. 6	320 5 0	1854	8 6 7½	44 0 10	- - -	719 0 0	23 5 0	
Wanna's Town (Middlesex) (West) Presbyterian 5	- - -	- - -	- - -	23 10 0	- - -	5 0 0	9 11 0	
Wanna Creek Street E.C. 2	- - -	- - -	- - -	- - -	- - -	85 0 0	6 5 0	
Wanna St. Patrick's (Under Place) - E.C. 2	- - -	- - -	4 7 10½	- - -	- - -	327 0 0	11 10 0	
Wanna - N.S. 5	64 10 0	1853	1 12 2½	3 6 8	- - -	54 11 8	29 12 0	
Wanna - N.S. 5	- - -	- - -	- - -	- - -	- - -	- - -	- - -	
Wanna St. Mary's - N.S. 5	642 15 0	1854	- - -	- - -	- - -	- - -	- - -	
Wannafields, Boys, Free. R.C. 9	- - -	- - -	2 11 7	16 0 0	- - -	15 0 0	4 13 0	
Wannafields - Par. 9	- - -	- - -	7 0 0½	- - -	- - -	- - -	- - -	122 12 9n
Wannafields, Refuge for Girls - 4	- - -	- - -	- - -	- - -	- - -	- - -	- - -	
Wannafields, St. Ann's R.C. 2	- - -	- - -	3 7 2½	- - -	- - -	3 10 0	20 14 0	
Wannafields, Spicer Street - E.C. 1	- - -	- - -	- - -	- - -	- - -	257 3 4	- - -	
Wannafields, Wood Street - B.S. 6	400 0 0	1841	7 17 0½	60 8 4	- - -	837 18 4	26 0 0	
Wannafields - 115 13 4	- - -	1850	- - -	- - -	- - -	- - -	- - -	
Wannafields, Bell Lane - Jews' Sch. 6	- - -	- - -	55 9 11	35 10 0	- - -	438 3 4	14 19 0	
Wannafields - N.S. 5	- - -	- - -	10 14 7	126 1 8	- - -	309 13 4	58 5 0	
Wannafields - P.U. 5	- - -	- - -	113 6 8	- - -	- - -	150 13 4	- - -	
Wannafields, All Saints' N.S. 9	400 0 0	1841	15 3 5	192 3 4	- - -	809 3 4	41 15 0	
Wannafields, Blue Coat School	- - -	- - -	3 17 6½	- - -	- - -	- - -	- - -	
Wannafields, Holy Trinity N.S. 9	350 0 0	1845	14 4 4½	221 0 0	- - -	780 5 0	57 12 0	
" " " " "	7 15 5	1847	- - -	- - -	- - -	- - -	- - -	
" " " " "	6 10 0	1848	- - -	- - -	- - -	- - -	- - -	
" " " " "	150 0 0	1849	- - -	- - -	- - -	- - -	- - -	
" " " " "	20 0 0	1857	- - -	- - -	- - -	- - -	- - -	
Wannafields, St. Peter's N.S. 10	50 0 0	1841	8 15 0	222 7 6	- - -	330 15 0	- - -	
Wannafields, St. Philip's N.S. 10	450 0 0	1845	- - -	- - -	- - -	- - -	- - -	
Wannafields, Red Coat, Endowed - N.S. 10	*200 0 0	1839	20 19 4½	222 5 0	- - -	571 10 0	44 15 0	
" " " " "	32 13 0	1849	- - -	- - -	- - -	- - -	- - -	
" " " " "	46 0 0	1855	- - -	- - -	- - -	- - -	- - -	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
LIDLEIGH—cont.								
Minster, Hanover Square, St. George's, N.S.	9	-	-	77 15 0	-	281 0 0	-	-
Minster, Hanover Square, St. George's, N.S.	9	-	-	63 13 4	-	371 10 0	-	-
Minster, Knightsbridge, All Saints' N.S.	1	-	-	84 0 0	-	89 0 0	-	-
Minster, Old Pye Street	2	-	-	-	-	-	-	113 0 0 B
Minster, St. Anne's Lane Ragged School	2	-	-	-	-	-	-	57 0 0 B
Minster, St. James' (St. Mary Street)	1	*50 0 0	1839	6 15 9	99 0 0	124 10 0	-	-
Minster, St. Luke's (Jerick Street) N.S.		*250 0 0	1839	5 7 6	100 0 0	-	-	-
Minster, St. Margaret's and St. John's N.S.	1	*600 0 0	1856	5 16 11	197 10 0	55 0 0	780 10 10	-
Minster, Tothill Place, St. Mary's, Vincent Square N.S.	1	736 0 0	1850	126 17 9	258 0 0	1,162 13 4	11 8 0	-
Minster, St. Mary's R.C.	2	6 15 0	1857	8 10 7	41 4 2	-	7 2 0	-
Minster, St. Stephen's (Rochester Row) N.S.	1	-	-	6 6 8	312 16 8	1,541 7 6	7 4 0	-
Minster, Wesleyan Practising School	1	2,500 0 0	1852	78 4 5	516 0 0	399 11 8	1,207 13 4	30 19 0
Minster, Wesleyan Practising School	6	160 0 0	1855	-	-	59 0 0	-	-
Minster, St. John's N.S.	11	200 0 0	1843	3 14 9	124 16 8	342 10 0	5 0 0	-
Minster, Probationary Refuge	6	204 0 0	1845	-	-	-	-	104 3 6 B
Minster, Refuge, Industrial School	4	-	-	-	-	-	-	858 3 8 B
Minster, St. Mary's (St. Jude's Street) N.S.	3	302 0 0	1847	-	-	51 6 8	-	-
Minster, Society's N.S.	3	-	-	48 0 0	-	-	-	-
Minster, Place Wilson Street, (Pembury) B.S.	1	452 0 0	1848	26 5 0	-	26 5 0	6 12 0	-
Minster, Upper Practising Schools	1	-	-	68 13 4	-	130 5 10	9 17 0	-
Minster, Lower Practising Schools	1	-	-	126 18 4	-	189 8 4	-	-
Minster, Female Practising School	1	-	-	10 3 4	-	-	-	-
Minster, Infants N.S.	1	-	-	24 5 0	-	-	-	-
Minster, Industrial S. - (St. John's Chapel, Ship Street, Commercial Road) B.S.		397 10 4	1853	2 0 0	-	-	-	-
Minster, Commercial Road B.S.		*150 0 0	1835	-	-	-	-	-
MIDLESEX—cont.								
Minster, N.S.	10	350 0 0	1849	5 3 2	185 0 0	251 0 0	40 5 0	-
Minster, N.S.	8	598 0 0	1856	6 5 0	-	-	-	-
Minster, B.S.	8	-	-	3 6 7	8 15 0	32 10 0	19 6 0	-
Minster, B.S.		224 0 0	1846	-	-	-	-	-
Minster, B.S.		53 6 8	1857	-	-	-	-	-
Minster, N.S.	11	115 0 0	1849	2 13 7	-	351 2 8	-	-

a Retiring pension.

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	Amount.	Date of Payment.						
WOLFOLE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Abish - N.S.	34 0 0	1845						
Abish - N.S.	30 0 0	1838						
Abraham, New - N.S.			1 13 4					
Abraham, Westgate - N.S. 10	330 0 0	1851	5 6 5	96 15 0		238 8 8	34 14 0	14 17 6
Abraham, Night School						5 10 0		
Abraham, Par. -	100 0 0	1850						
Abraham, Infants' School -	29 0 0	1834						
Abraham, N.S.	73 7 0	1840						
Abraham, N.S. 1				65 0 0		52 10 0	21 2 0	
Abraham, N.S.	63 0 0	1854	1 0 0					
Abraham, N.S. 11	50 0 0	1844		10 0 0		15 0 0	11 0 0	
Abraham and Hel-								
Abraham - N.S.	45 0 0	1846						
Abraham - N.S.	73 0 0	1846						
Abraham - N.S.	100 0 0	1847						
Abraham - N.S.	105 0 0	1855						
Abraham - N.S.	50 0 0	1856						
Abraham - B.S.	65 0 0	1837						
Abraham, North - N.S. 11			3 11 4	12 10 0			4 1 0	
Abraham - N.S.	50 0 0	1847						
Abraham - N.S.	64 10 0	1841						
Abraham - N.S.	25 0 0	1856						
Abraham - N.S.			1 4 6					
Abraham, East - N.S.	140 0 0	1841						
Abraham, East - B.S.	160 0 0	1841						
Abraham - B.S.	80 0 0	1843						
Abraham - N.S.	107 17 5	1845						
Abraham - N.S. 10	50 0 0	1840		17 10 0			11 5 0	
Abraham - N.S.	50 0 0	1845						
Abraham - N.S.	31 0 0	1833						
Abraham, Par. -			3 10 4					
Abraham Market - N.S. 12	163 10 0	1842	8 2 8	140 8 4	60 2 0	292 16 8	26 8 0	
Abraham - N.S.	17 17 0	1852						
Abraham - N.S.	24 0 0	1857						
Abraham, North - N.S.	30 0 0	1838						
Abraham - N.S. 11	200 0 0	1840	6 1 1	338 15 0		346 13 4	75 13 0	
Abraham - N.S.	73 13 4	1854						
Abraham - N.S.	61 7 0	1854						
Abraham - B.S.	183 0 0	1845						
Abraham - N.S.	120 0 0	1845						
Abraham - N.S.	120 0 0	1840	3 0 0					
Abraham, St. Mary's - N.S. 11			1 9 7			14 3 4	2 11 0	
Abraham, St. Peter's - N.S. 10	99 0 0	1848	3 10 10	230 0 0				
Abraham - N.S.	90 0 0	1858	1 0 8					
Abraham, Earl - N.S.	60 0 0	1841						
Abraham - N.S.	23 0 0	1855						
Abraham and								
Abraham - N.S.	75 0 0	1846	1 9 6					
Abraham and Morn-								
Abraham - N.S. 12	45 6 0	1842		16 13 4		96 19 2		
Abraham - N.S.	73 13 4	1852						
Abraham - N.S. 2	154 0 0	1856	2 10 0	5 10 0			7 10 0	
Abraham - B.S. 4				127 17 6		77 10 0	12 19 0	
Abraham - N.S.	26 0 0	1835						
Abraham - N.S.	60 0 0	1846						
Abraham - N.S.	805 8 9	1855	3 0 0	7 10 0			11 12 0	
Abraham - N.S. 10	62 0 0	1846						
Abraham - N.S.	70 0 0	1846						
Abraham, (Potter) - N.S.	230 0 0	1840	1 10 8					
Abraham - N.S.	150 0 0	1846						
Abraham - N.S.	75 0 0	1838						
Abraham - N.S.	75 0 0	1847						
Abraham - N.S.	55 0 0	1845						
Abraham - N.S. 11	51 10 0	1843		22 1 8			3 6 0	
Abraham - N.S.			1 7 10					
Abraham-cum-Wil-			3 10 11	27 10 0		377 1 8	23 4 0	
Abraham - N.S. 3	63 10 0	1841						
Abraham - N.S.	4 14 0	1847						
Abraham - N.S.	41 16 8	1853						

* Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount. Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupils-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
NORFOLK—cont.	L s. d.	L s. d.	L s. d.	L s. d.	L s. d.	L s. d.	L s. d.
Holt - N.S. 10	100 0 0 1843	-	2 3 6 7 10 0	-	-	5 18 0	-
Holkham - N.S. 11	- - - -	-	3 5 0½	87 0 0	52 10 0	13 16 0	-
Horningham and East Tuddenham (N.S.)	- - - -	2 3 11	-	-	-	-	-
Lakenham, St.	- - - -	-	-	-	-	-	-
" " "	150 0 0 1848	4 10 6¼	114 19 2	-	421 6 8	55 16 0	-
" " "	16 0 0 1853	-	-	-	-	-	-
" " "	73 6 8 1853	-	-	-	-	-	-
" " "	20 14 8 1853	-	-	-	-	-	-
" " "	19 6 4 1855	-	-	-	-	-	-
Loddon - N.S. 10	- - - -	1 13 4	4 3 4	-	-	-	-
Lynn, St. John's - N.S. 12	47 10 0 1849 598 13 4 1854	2 2 10	121 10 10	30 0 0	217 16 0	33 7 0	-
Lynn, King's - E.S. 4	461 10 0 1847 38 0 0 1855	16 16 6¾	82 10 0	-	524 5 0	27 12 0	-
Lynn, St. Margaret's - N.S. 2	441 15 0 1850 88 10 0 1853 102 0 0 1857	11 15 9¾	196 1 8	70 0 0	711 8 4	18 0 0	-
Lynn, South, All Saints' - N.S. 2	96 0 0 1843 72 3 4 1852 35 0 0 1854 53 0 0 1845	4 13 0	143 13 4	-	674 10 10	77 11 0	-
Marham - N.S.	- - - -	-	-	-	-	-	-
Marshall Reformatory - N.S.	- - - -	2 6 8	-	-	-	-	-
Masningham - N.S.	*50 0 0 1837	-	-	-	-	-	-
Mileham - N.S.	*50 0 0 1835	-	-	-	-	-	-
Mitford - P.U. 1	- - - -	-	-	-	70 10 0	-	-
Norwich (Miss Martineau's Female Indus.S.) 4	- - - -	1 6 8½	-	-	-	-	-
Norwich, St. Martin's-at-Oak - N.S.	340 0 0 1846 24 0 0 1856	-	-	-	-	-	-
Norwich, St. Martin's-at-Palace - N.S.	- - - -	2 10 2	-	-	-	-	-
Norwich, St. Michael's (Princes Street) - B.S.	60 0 0 1840	-	-	-	-	-	-
Norwich, Model (Boys)'s - N.S. 11	185 0 0 1851	8 6 8½	122 13 4	55 0 0	1,215 5 0	50 0 0	-
Norwich, Model (Girls)'s - N.S. 11	- - - -	6 5 0½	114 0 0	-	1,148 13 4	30 10 0	-
Norwich, New City, (Union Place, Higham) - B.S. 4	*100 0 0 1840 50 0 0 1848	-	2 10 0	-	-	-	-
Norwich, Octagon Chapel - B.S. 4	- - - -	0 19 10½	31 10 0	-	238 0 0	12 10 0	-
Norwich, St. Stephen's - N.S. 10	- - - -	9 12 11½	75 0 0	-	103 2 6	24 6 0	-
Norwich, St. Swithun's - N.S.	45 0 0 1842 83 0 0 1851	-	-	-	-	-	-
Ormesby - N.S.	225 0 0 1848	1 11 6¼	-	-	-	-	-
Outwell - N.S.	71 5 0 1855	-	-	-	-	-	-
Pockthorpe, St. James' - N.S.	82 0 0 1845	1 4 0	-	-	-	-	-
Pulham, St. Mary Magdalen's - N.S.	122 0 0 1852	6 1 4½	-	-	-	-	-
Redenhall - N.S. 10	112 10 0 1849	1 6 8½	71 5 0	-	29 11 8	5 1 4	1
Reeiham - N.S. 10	50 0 0 1845 11 4 0 1855	-	-	-	57 15 0	-	-
Reepham, St. Mary's - N.S. 12	- - - -	2 4 8	50 16 8	-	115 0 0	-	-
Rockland, All Saints' - N.S. 11	35 0 0 1853	-	-	-	-	4 19 0	-
Rockland, St. Mary's - N.S.	36 0 0 1841	0 18 4	-	-	-	-	-
Runceton and Holme N.S.	40 0 0 1840	-	-	-	-	-	-
Runceton, North - N.S. 3	- - - -	-	-	-	-	5 14 0	-

a In separate buildings of different tenure.

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	Amount.	Date of Payment.						
NORFOLK—cont.								
Andrus and Thirigby	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Andrus, East	N.S.	316 0 0	1856	1 4 10½				
Andrus, Great	N.S. 11	37 0 0	1846					
Andrus, Toney	N.S.	25 0 0	1837	1 2 11	54 16 8	-	140 5 0	11 15 0
Andrus	N.S.	60 0 0	1845					
Andrus	N.S.	3 0 0	1847					
Andrus	N.S.	63 0 0	1841	1 0 2½	13 15 0	-		
Andrus, Ch. of E.	2			1 15 0½			10 10 0	
Andrus	N.S.							
Andrus	N.S.	60 0 0	1844					
Andrus and								
Andrus	N.S.	36 10 0	1851	1 13 4½				
Andrus	N.S.			1 6 8				
Andrus	N.S.	20 0 0	1833					
Andrus	N.S.			1 1 2				
Andrus	N.S.	180 0 0	1839					
Andrus Morley	N.S. 10	120 0 0	1853					
Andrus	N.S. 11			1 6 6½	51 13 4	-	7 10 0	
Andrus	N.S.	70 0 0	1803	1 6 8½			53 10 0	7 5 0
Andrus, St. Cle-								
Andrus	N.S. 3	70 0 0	1844	3 6 8	-	-	103 10 0	11 8 0
Andrus	N.S.	14 0 0	1837					
Andrus	N.S.	75 0 0	1806					
Andrus	N.S. 13			4 14 3				
Andrus	N.S.				26 16 8	-		
Andrus	N.S.	41 0 0	1841					16 5 0
Andrus	N.S. 13	269 0 10	1854	3 6 8	-	-		13 19 0
Andrus	N.S.	37 0 0	1840					
Andrus, All Saints	N.S. 13	130 0 0	1843	2 2 9½	-	-	15 0 0	
Andrus	N.S.	54 0 0	1845					
Andrus	N.S. 11	70 0 0	1846					6 10 0
Andrus	N.S.	53 0 0	1833					
Andrus, St. An-								
Andrus	N.S.	93 0 0	1840					
Andrus, North	N.S.			2 19 7½				
Andrus, Little	N.S. 12	3 18 0	1851	7 17 2½	190 6 8	-	302 13 4	71 10 0
Andrus		7 0 0	1854					
Andrus		21 0 0	1854					
Andrus		5 5 0	1855					
Andrus	N.S.	83 0 0	1843					
Andrus		8 6 8	1843					
Andrus	N.S.	76 0 0	1844	2 0 3	-	-		
Andrus	N.S. 13							5 11 0
Andrus	N.S.	65 0 0	1843	1 15 0				
Andrus	N.S.	50 0 0	1843					
Andrus	N.S.	33 0 0	1833	1 9 0				
Andrus	Ch. S.	124 10 0	1855					
Andrus	N.S. 13	169 0 0	1840		116 13 4	-	294 1 8	40 13 0
Andrus		102 14 8	1856					9 4 6
Andrus	N.S. 11	80 0 0	1845	2 2 3½	29 0 0	-	133 2 6	38 15 0
Andrus		141 15 0	1854					
Andrus	N.S. 11				23 6 8	-	38 10 0	5 19 0
Andrus	N.S. 13			1 10 7½		-		2 8 0
Andrus, Great	B.S. 4	35 10 0	1856	9 9 11½	36 15 0	-	380 0 0	25 0 0
Andrus, Great,								
Andrus, Great,				1 11 0				
Andrus, Great,								
Andrus, Great,	Ch. S. 13			1 14 11½	13 15 0	-	200 6 8	
Andrus, Great, St.								
Andrus	N.S. 13	720 10 0	1853	20 12 2½	173 1 8	97 13 4	687 16 8	34 8 0
Andrus, Great, St.								
Andrus	N.S. 13	536 0 0	1851	25 13 5½	316 11 8	-	1065 16 8	56 5 0
Andrus, Great, School-								
Andrus	N.S.	60 0 0	1844	4 0 0½				
Andrus	N.S.	32 0 0	1850					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Refor- mato- rian Indu- stry Sch-.
	Amount.	Date of Payment.						
NORTHAMPTONSHIRE.								
Barnack - - - N.S. 11	-	-	-	12 10 0	-	-	7 10 0	-
Braunston - - - N.S.	90 0 0	1847	-	-	-	-	-	-
Braybrooke - - - N.S.	*25 0 0	1837	-	-	-	-	-	-
Brayfield-on-the-Green - - - N.S. 11	-	-	-	31 6 8	-	32 10 0	7 15 0	-
Brington, Great - - - N.S. 11	-	-	2 0 0	13 15 0	-	75 0 0	17 14 0	-
Broughton - - - N.S. 11	-	-	-	-	-	-	1 14 0	-
Bugbrooke - - - N.S. 12	125 0 0	1845	8 0 0	-	-	-	16 13 0	-
- - - - -	27 0 0	1846	-	-	-	-	-	-
Byfield - - - Ch. of E. 11	-	-	-	8 6 8	-	-	-	-
Burton Latimer, En- dowed Free School - - - N.S. 11	80 0 0	1853	1 14 8	-	-	-	-	-
Chipping Warden - - - N.S. 11	-	-	-	-	-	-	12 3 0	-
Cogenhoe - - - N.S.	45 0 0	1846	-	-	-	-	-	-
Corby - - - B.S. 11	-	-	-	-	-	52 10 0	2 8 0	-
Cosgrove - - - N.S.	90 0 0	1845	-	-	-	-	-	-
Cottingham-cum-Mid- dleton - - - N.S.	183 0 0	1857	-	-	-	-	-	-
Creaton, Great - - - N.S.	100 0 0	1845	-	-	-	-	-	-
- - - - -	5 19 0	1847	-	-	-	-	-	-
Cranford - - - N.S. 11	-	-	-	-	-	-	1 8 0	-
Crick, Girls and In- fants - - - N.S.	60 0 0	1847	-	-	-	-	-	-
Crick, Boys - - - N.S.	60 0 0	1848	-	-	-	-	-	-
Croughton - Ch. of E. 11	-	-	1 10 3	3 16 8	-	-	10 0 0	-
Culworth - - - N.S.	-	-	4 8 4	-	-	-	-	-
Dallington - - - N.S.	52 0 0	1842	1 13 4	-	-	-	-	-
Daventry - - - B.S. 11	-	-	-	20 16 8	-	-	9 1 0	-
Desborough - - - N.S. 11	47 0 0	1844	-	42 10 0	-	-	-	-
Eydon - - - N.S. 12	-	-	2 10 10	27 10 0	-	30 6 0	23 7 0	-
Eye - - - N.S.	324 7 6	1857	-	-	-	-	-	-
Finedon, Endowed Free School - - - 12	70 6 0	1854	-	13 15 0	-	52 10 0	15 6 0	-
Gayton - - - N.S.	56 0 0	1846	-	-	-	-	-	-
Glington with Pea- kirk - - - N.S.	110 0 0	1846	-	-	-	-	-	-
Harleston - - - N.S. 12	-	-	1 13 4	81 2 6	-	-	16 19 0	-
Harpole - - - N.S. 12	-	-	1 6 9	20 0 0	-	-	17 3 0	-
Harrowden, Little, En- dowed Free School	70 0 0	1851	1 4 2	-	-	-	-	-
Helmdon - - - N.S.	176 0 0	1856	-	-	-	-	-	-
Irchester - - - N.S.	120 0 0	1840	-	-	-	-	-	-
Kettering - - - N.S. 12	-	-	5 0 0	75 12 6	-	90 0 0	29 14 0	-
Kettering - - - B.S.	*250 0 0	1835	-	-	-	-	-	-
Kilsby - - - N.S. 11	*30 0 0	1839	1 6 8	41 5 0	-	-	4 4 0	-
Kingsthorpe - - - N.S.	85 0 0	1841	-	-	-	-	-	-
Middleton Cheney - N.S. 11	-	-	1 6 8	53 6 8	-	32 10 0	12 6 0	-
Moulton and Over- stone - - - N.S. 12	110 0 0	1843	1 13 6	13 15 0	-	-	5 16 0	-
Naseby - - - N.S. 11	92 0 0	1846	-	-	-	24 15 10	-	-
Northampton, All Saints' - - - N.S. 11	*316 0 0	1840	15 14 0	314 5 0	-	1,741 5 0	52 14 0	-
" " " "	11 0 0	1848	-	-	-	-	-	-
" " " "	117 15 0	1840	-	-	-	-	-	-
" " " "	825 0 0	1855	-	-	-	-	-	-
Northampton, All Saints' (South Quarter), Infants N.S. 11	-	-	3 0 12	86 3 4	-	89 0 0	7 16 0	-
Northampton, Blue Coat S. - - - 11	-	-	0 16 8	11 10 0	-	-	-	-
Northampton - B.S.	640 0 0	1846	-	-	-	-	-	-
Northampton, Church Schoolmasters' Asso- ciation - - -	-	-	1 8 4	-	-	-	-	-
Northampton, St. Giles' - - - Par. 11	48 0 8	1857	19 17 0	181 18 4	-	786 5 0	32 17 0	-
Northampton, St. Katherine's - - N.S. 11	230 0 0	1845	5 13 5	92 10 0	19 3 4	405 15 0	23 1 0	-
- - - - -	7 0 0	1840	-	-	-	-	-	-
" " Night S.	-	-	-	-	-	3 11 6	-	-

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
NORTHAMPTONSHIRE								
—cont.								
Warrington, St. Peter's N.S. 11	276 0 0	1856	2 14 2	-	-	15 0 0	6 10 0	
Warrington, St. Stephen's N.S. 11	420 0 0	1846	13 0 11½	138 10 0	-	527 0 0	17 12 0	
Warrington, Society's Infirmary N.S. 10	40 0 0	1840	-	-	-	-	-	171 8 6R
Warrington, St. Mary's N.S. 12	163 0 0	1847	-	-	-	-	-	
Warrington, St. Mary's N.S. 12	133 0 0	1846	5 5 1½	58 15 0	-	251 12 6	33 15 0	
Warrington, St. Mary's N.S. 12	58 0 0	1844	-	-	-	-	-	
Warrington, St. Mary's N.S. 12	4 10 6	1846	-	-	-	-	-	
Warrington, St. Mary's N.S. 12	53 0 0	1855	-	-	-	-	-	
Warrington, St. Mary's B.S. 7	-	-	8 17 2½	58 17 6	-	325 16 8	37 12 0	
Warrington, Boys and Girls N.S. 11	219 15 0	1851	-	68 16 6	-	186 16 8	32 8 4	
Warrington, St. Mary's B.S. 7	*150 0 0	1837	2 5 6½	-	-	-	-	
Warrington, St. Mary's N.S. 11	-	-	3 1 0	7 10 0	-	-	7 10 0	
Warrington, St. Mary's N.S. 11	-	-	1 15 4½	-	-	-	-	
Warrington, St. Mary's N.S. 11	53 10 0	1844	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	-	-	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	163 10 6	1857	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	-	-	3 10 7½	82 5 0	-	205 16 8	16 15 0	
Warrington, St. Mary's B.S. 11	*100 0 0	1836	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	60 0 0	1846	0 11 11	-	-	-	-	
Warrington, St. Mary's N.S. 11	-	-	2 2 3	-	-	-	-	
Warrington, St. Mary's N.S. 11	-	-	2 0 0½	4 2 6	-	-	13 13 0	
Warrington, St. Mary's N.S. 10	-	-	5 10 6½	-	-	-	3 13 0	
Warrington, St. Mary's N.S. 11	*54 0 0	1840	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	190 0 0	1847	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	-	-	-	111 13 4	-	-	15 17 0	
Warrington, St. Mary's N.S. 11	112 10 0	1851	2 12 5½	-	-	-	20 15 0	
Warrington, St. Mary's B.S. 11	-	-	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	120 0 0	1846	2 5 10½	-	-	19 6 8	-	
Warrington, St. Mary's N.S. 11	6 0 0	1851	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	312 15 0	1851	-	11 12 4	-	-	-	
Warrington, St. Mary's N.S. 11	96 0 0	1846	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	-	-	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	79 10 0	1852	2 0 3	-	-	-	-	
Warrington, St. Mary's N.S. 11	-	-	-	18 6 8	-	-	0 10 0	
Warrington, St. Mary's N.S. 11	*25 0 0	1838	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	33 0 0	1846	-	-	-	-	-	
Warrington, St. Mary's N.S. 11	*46 0 0	1839	-	-	-	-	-	
NORTHUMBERLAND.								
Warrington, St. Mary's N.S. 2	-	-	2 6 8½	93 6 8	-	75 0 0	24 8 0	
Warrington, St. Mary's Ch.S. 9	-	-	1 6 8	27 10 0	-	-	-	
Warrington, St. Mary's N.S. 9	250 0 0	1840	-	-	-	78 8 4	-	
Warrington, St. Peter's N.S. 9	20 0 0	1847	-	-	-	223 0 0	35 4 0	
Warrington, St. Mary's N.S. 12	315 0 0	1850	5 12 2	9 3 4	-	661 0 10	13 4 0	
Warrington, St. Mary's N.S. 12	160 0 0	1855	-	-	-	-	-	
Warrington, St. Mary's B.S. 6	127 0 0	1840	-	23 3 4	-	-	-	
Warrington, St. Mary's N.S. 12	-	-	-	-	-	-	-	
Warrington, St. Mary's B.C. 7	-	-	-	120 3 4	-	120 10 0	-	8 10 0
Warrington, St. Mary's Ch. of E. 10	-	-	-	46 0 0	-	111 6 8	4 1 0	
Warrington, St. Mary's N.S. 10	-	-	-	34 10 0	-	-	8 10 0	
Warrington, St. Mary's N.S. 10	*58 0 0	1837	2 6 0	-	-	-	-	
Warrington, St. Mary's N.S. 10	-	-	-	-	-	-	-	
Warrington, St. Mary's N.S. 10	96 5 0	1852	3 6 8	27 15 0	-	-	8 10 0	
Warrington, St. Mary's Ch. of E. 10	15 0 0	1867	-	-	-	-	-	
Warrington, St. Mary's N.S. 10	-	-	-	-	-	-	-	
Warrington, St. Mary's N.S. 10	-	-	17 14 8	153 15 0	-	453 5 0	31 15 0	
Warrington, St. Mary's N.S. 10	-	-	-	-	-	-	-	
Warrington, St. Mary's B.S. 6	70 0 0	1841	-	52 5 0	-	278 10 0	18 10 0	

a This school has been pulled down.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil Teachers.	Capitation Grants.	Grants to Refect as Ind Sch
	Amount.	Date of Payment.						
NORTHUMBERLAND—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Berwick-upon-Tweed, Girls, Charity, Ch. of E.	4	616 0 0	1857	- - -	2 10 0	- - -	17 0 0	- - -
Berwick-upon-Tweed R.C.	-	- - -	- - -	1 13 4	- - -	- - -	- - -	- - -
Berwick-upon-Tweed, English Presbyterian School	7	- - -	- - -	- - -	3 15 0	- - -	- - -	3 12 0
Berwick-upon-Tweed P.U.	9	- - -	- - -	- - -	- - -	56 13 4	- - -	- - -
Broomhaugh, Village - N.S.	3	35 0 0	1857	1 5 0	26 15 0	- - -	- - -	10 3 0
Cambo - N.S.	2	- - -	- - -	2 1 0	64 0 0	- - -	53 10 0	7 12 0
Chatton - N.S.	-	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Chillingham - N.S.	2	45 0 0	1835	5 0 0	23 0 0	- - -	31 8 4	14 6 0
Corbridge - N.S.	2	45 0 0	1835	- - -	- - -	- - -	- - -	- - -
Cornhill - N.S.	3	413 0 0	1836	- - -	- - -	- - -	- - -	12 3 0
Crookham - N.S.	3	40 0 0	1838	- - -	- - -	- - -	- - -	- - -
Crookham, Presbyterian School	7	104 10 0	1842	1 0 9	- - -	- - -	- - -	- - -
Elsdon - N.S.	3	- - -	- - -	3 15 0	26 15 0	- - -	- - -	7 13 0
Elsdon - N.S.	5	25 0 0	1836	2 12 2	16 10 0	- - -	202 7 6	- - -
Harbottle - N.S.	5	- - -	- - -	4 3 4	27 10 0	- - -	15 0 0	7 2 0
Harbottle - N.S.	3	26 0 0	1836	- - -	- - -	- - -	- - -	- - -
Hartburn - N.S.	3	85 0 0	1844	- - -	- - -	- - -	30 12 6	- - -
Hartburn - N.S.	-	5 0 0	1845	- - -	- - -	- - -	- - -	- - -
Heddon-on-the-Wall, N.S.	5	200 0 0	1854	7 14 6	84 13 4	- - -	187 0 10	55 10 0
Hexham, St. Mary's R.C.	7	- - -	- - -	4 11 4	7 10 0	- - -	74 3 4	41 19 0
Hexham, Subscription - N.S.	12	550 0 0	1856	19 0 10	121 10 0	- - -	331 0 0	26 3 0
Holywell Colliery - B.S.	6	25 0 0	1838	1 7 7	- - -	- - -	- - -	- - -
Horncliffe - B.S.	6	- - -	- - -	2 17 4	50 15 0	- - -	19 12 8	5 10 0
Horsley, Long Par.	-	- - -	- - -	3 12 1	- - -	- - -	- - -	- - -
Houghton, Long - N.S.	2	- - -	- - -	2 8 8	10 0 0	- - -	2 8 4	- - -
Howden Pans - B.S.	-	50 0 0	1840	3 2 1	- - -	- - -	- - -	- - -
Kenton - N.S.	-	121 0 0	1847	- - -	- - -	- - -	- - -	- - -
Kieldar - B.S.	6	- - -	- - -	0 11 3	- - -	- - -	6 5 0	1 1 0
Knarsdale - N.S.	11	- - -	- - -	1 12 4	12 10 0	- - -	- - -	1 12 0
Kirk Whelpington - Par.	2	- - -	- - -	- - -	- - -	- - -	25 0 0	- - -
Lesbury - Ch. of E.	-	- - -	- - -	- - -	9 12 6	- - -	- - -	- - -
Lillwood Subs. Sch.	-	- - -	- - -	1 2 3	- - -	- - -	- - -	- - -
Longhurst - N.S.	-	56 0 0	1847	1 5 6	- - -	- - -	- - -	- - -
Lowick - N.S.	5	75 0 0	1842	1 4 0	35 15 0	- - -	- - -	2 5 0
Lowick - B.S.	-	30 0 0	1840	- - -	- - -	- - -	- - -	- - -
Lowick - R.C.	-	- - -	- - -	2 0 0	- - -	- - -	- - -	- - -
Lucker - Par.	-	- - -	- - -	1 13 4	- - -	- - -	- - -	- - -
Melkridge - N.S.	-	30 0 0	1837	- - -	- - -	- - -	- - -	- - -
Mickley Colliery Sch.	12	- - -	- - -	3 2 8	17 10 0	- - -	34 0 0	13 17 0
Morpeth, Presbyterian	7	- - -	- - -	2 12 0	38 15 0	- - -	15 0 0	7 1 0
Morpeth, Borough or Corporation School	8	200 0 0	1839	- - -	4 3 4	- - -	- - -	- - -
Morpeth, St. James' N.S.	1	300 0 0	1846	7 13 4	213 10 0	- - -	635 7 6	13 5 0
" " " "	-	67 0 0	1853	- - -	- - -	- - -	- - -	- - -
" " " "	-	9 6 8	1856	- - -	- - -	- - -	- - -	- - -
Newbrough, Boys' N.S.	11	99 1 3	1854	0 15 4	26 15 0	- - -	- - -	5 2 0
Newcastle, Arthur's Hill School	-	335 0 0	1857	- - -	- - -	- - -	- - -	- - -
Newcastle, Castle Garth or St. Nicholas' - N.S.	5	150 0 0	1840	5 0 0	42 0 0	- - -	81 10 0	15 5 0
Newcastle, Church Schoolmasters' Association	-	28 0 0	1841	- - -	- - -	- - -	- - -	- - -
Newcastle, Jubilee B.S.	7	- - -	- - -	0 8 4	46 0 0	30 0 0	146 0 0	52 0 0
Newcastle, Clergy Jubilee Trade (Lower S.)	5	- - -	- - -	6 16 2	- - -	- - -	- - -	- - -
Newcastle, Ragged	-	853 0 0	1855	6 3 6	7 10 0	- - -	- - -	435 0 0

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	Amount.	Date of Payment.						
NOTTINGHAMSHIRE—contd.								
Coddington - - N.S.	53 0 0	1847	1 8 10					
	18 9 0	1847						
Collingham, North N.S.			2 14 7½					
Collingham, South N.S. 4	*60 0 0	1840	4 9 11½	51 0 0	-	361 5 0	21 2 0	
" " " "	13 0 0	1846						
" " " "	252 11 6	1845						
Collingham - - Wes. 10	330 0 0	1856	3 6 8	22 10 0	-	11 5 0	8 4 3	
Costock - - N.S.	*50 0 0	1841						
Cotes, Old - - N.S.	*50 0 0	1837						
Dunham - - N.S. 3	215 0 0	1845	1 6 3	-	-	40 3 4	1 15 0	
Eastwood - - N.S. 10	*60 0 0	1837	3 2 6½	55 5 0	-	105 5 0	50 7 0	
" " " "	45 0 0	1856						
" " " "	50 0 0	1837						
Elston, All Saints' N.S.	126 0 0	1846	1 13 4					
Epperstone - - N.S. 3	303 0 0	1836	2 15 5½	11 9 2	-		8 9 0	
Farnfield - - Wes. 12			4 0 0		-	33 10 0	31 14 0	
Gringley-on-the-Hill, N.S. 4	244 16 0	1856					0 13 0	
Hucknall Torkard - N.S. 4	404 0 0	1855	2 5 5½	41 5 0	-	40 0 0	13 11 0	
Hyson Green, St. Paul's - - N.S. 3	140 0 0	1848	5 5 11½	47 10 0	23 10 0	63 11 8	41 11 0	
" " " "	16 16 0	1857						
Kingston-upon-Soar N.S. 5			1 0 8	14 0 0				
Lambley - - N.S.	90 0 0	1851						
Lenton - - N.S. 3	150 0 0	1842	11 6 2½	235 6 8	55 0 0	1,009 15 0	73 2 0	
" " " "	10 2 6	1848	611 10 0					
" " " "	19 6 8	1850						
" " " "	80 0 0	1850						
" " " "	135 0 0	1852						
" " " "	55 0 0	1853						
" " " "	230 0 0	1856						
" " " "	14 0 0	1856						
Lowdham - - N.S. 4	100 0 0	1844	5 3 0	30 0 0	-	38 15 0	19 10 0	
" " " "	179 5 0	1853						
" " " "	14 10 0	1855						
Mansfield - - Wes. 12			8 0 0½	44 0 0	-	47 10 0	23 8 0	
Mansfield Woodhouse N.S. 4	200 0 0	1846	4 3 4½	47 0 0	-	15 0 0		
Mansfield Woodhouse Wes. 1			3 10 5	24 0 0	-	211 15 0		
Newark-upon-Trent N.S.	*125 0 0	1833						
Newark-upon-Trent, Ch.Ch. - - N.S. 3	65 0 0	1840	21 3 7½	29 3 4	18 15 0	354 6 8	18 17 0	
" " " "	300 0 0	1850						
" " " "	30 0 0	1856						
" " " "	22 10 0	1837						
Newark-upon-Trent Wes. 10	273 0 0	1857	18 10 1	169 10 0	-	720 1 8	33 18 10	
Newthorpe, Infants N.S.	50 0 0	1841						
Nottingham, Holy Trinity - - N.S. 3	603 0 0	1847	31 9 7	258 8 4	-	1,046 12 4		
" " " "	5 3 4	1848	211 16 8					
" " " "	150 0 0	1855						
" " " "	100 0 0	1853						
" " " " Night's N.S.						6 15 0		
Nottingham, Canal Street - - B.S. 12	*550 0 0	1835	2 6 7	34 3 4	-	306 6 8		
Nottingham, Derby Rd - - B.S. 12				13 15 0	-	38 5 0		
Nottingham, St. Barnabas' - - E.C. 9			9 5 1½	190 1 8	-	190 0 0	23 10 0	
Nottingham, (Rutland Street), St. James' Infants - - N.S. 3				11 13 4	-	33 16 8	10 15 0	
Nottingham, St. John's N.S. 3	517 0 0	1847	9 10 6½	46 5 0	-	435 3 4	15 10 0	
Nottingham, St. Mary's (Barker Gate) - - N.S. 3	*300 0 0	1834		23 6 8	30 0 0	30 16 8	11 19 0	
" " " "	92 17 0	1848						
" " " "	135 10 0	1836						

a This grant was made to the two schools, North and South Collingham.

b Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial School.
	Amount.	Date of Payment.						
OXFORDSHIRE—cont.								
Deddington - N.S.	6	400 0 0	1854	5 3 9	9 11 8	-	29 5 0	17 8 0
Dorchester - N.S.	-	*20 0 0	1837	-	-	-	-	-
Drayton - N.S.	6	-	-	-	-	-	6 5 0	7 10 0
Ensham - N.S.	-	228 3 6	1847	-	-	-	-	-
Enstone - N.S.	-	*56 0 0	1837	-	-	-	-	-
Ewelme - N.S.	6	-	-	1 12 0	6 5 0	-	-	12 8 0
Goring - N.S.	6	-	-	1 19 11	20 0 0	-	6 5 0	-
Halley - N.S.	-	60 0 0	1848	1 9 0	-	-	-	-
Headington - N.S.	-	170 0 0	1848	6 3 11	-	-	-	-
Henley-on-Thames, N.S.	5	599 0 0	1850	7 1 11	138 15 0	-	442 0 0	70 0 0
Ibstone - Ch. of E.	5	-	-	1 16 4	26 0 0	-	40 16 8	18 5 0
Iffley - Ch. of E.	-	-	-	-	23 3 4	-	45 0 0	29 4 0
Kidlington - N.S.	-	-	-	3 19 10	-	-	-	-
Kirtlington - N.S.	6	-	-	-	13 15 0	-	6 5 0	7 17 0
Launton - N.S.	6	100 0 0	1846	1 9 0	80 3 4	-	6 5 0	23 15 0
Leadfield - N.S.	-	12 17 2	1851	-	-	-	-	-
Leigh, North - N.S.	-	*65 0 0	1840	-	-	-	-	-
Leigh, North - N.S.	-	*48 0 0	1838	-	-	-	-	-
Lewknor - N.S.	5	*83 0 0	1837	1 19 6	5 0 0	-	193 10 0	8 7 0
Maple-Durham - Par.	6	3 15 0	1851	-	-	-	-	-
Milton, Great - N.S.	5	-	-	1 17 8	5 0 0	-	6 5 0	-
Newington, North - N.S.	5	-	-	-	5 0 0	-	5 0 0	6 10 0
Newington, South - N.S.	-	*67 0 0	1838	1 12 3	-	-	-	-
Norton, Chipping - N.S.	3	*100 0 0	1838	6 11 8	91 19 2	-	75 0 0	5 14 0
Norton, Chipping - B.S.	4	42 13 4	1855	-	-	-	-	-
Norton, Hook - B.S.	-	300 0 0	1854	2 16 1	44 12 6	-	74 15 0	5 8 0
Nuneham - N.S.	6	7 0 0	1846	-	-	-	-	-
Nuneham - N.S.	6	-	-	7 0 8	138 6 8	-	345 4 8	70 19 0
Oxford, Blue Coat Sch.	6	-	-	3 0 5	50 0 0	-	-	-
Oxford, Diocesan Board -	-	-	-	39 5 9	-	-	-	-
Oxford, St. Aldate's - N.S.	6	*72 0 0	1837	-	23 6 8	-	21 5 0	2 15 0
Oxford, St. Clement's -	-	-	-	2 11 0	-	-	-	-
Oxford, St. Giles' - N.S.	-	*110 0 0	1838	1 1 10	-	-	-	-
Oxford, St. Mary's - N.S.	5	-	-	-	26 10 0	-	116 3 4	7 4 0
Oxford, St. Paul's - N.S.	5	180 0 0	1848	3 19 0	133 0 0	-	323 13 4	23 17 0
Oxford, City - P.U.	8	-	-	-	-	-	28 0 0	5 15 0
Ramsden - N.S.	6	68 0 0	1848	1 0 0	-	-	-	-
Rollright, Great - N.S.	6	55 15 0	1853	-	-	-	-	4 0 0
Rotherfield (Grey's), Trinity, Infants - N.S.	-	60 0 0	1851	-	-	-	-	-
Sandford - N.S.	-	45 0 0	1843	-	-	-	-	-
Shiplake - N.S.	-	-	-	2 0 0	-	-	-	-
Shipton-under-Wychwood - N.S.	6	255 0 0	1854	2 0 0	21 5 0	-	21 5 0	10 9 0
Southstoke - N.S.	-	30 0 0	1842	-	-	-	-	-
Summertown - N.S.	-	96 0 0	1846	-	-	-	-	-
Swyncombe, Indust. Sch.	Ch. of E.	6	-	-	4 3 4	-	-	12 15 0
Sydenham (Wen-	-	-	-	-	-	-	-	10 10 0
man's) - N.S.	-	50 0 0	1851	-	-	-	-	-
Tackley - N.S.	-	54 0 0	1841	-	-	-	-	-
Tetsworth - N.S.	-	100 0 0	1840	-	-	-	-	-
Tew, Great, Endowed S.	6	-	-	-	66 13 4	-	60 0 0	8 5 0
Tew, Little - N.S.	-	*30 0 0	1836	-	-	-	-	-
Thame - N.S.	-	10 0 0	1846	-	-	-	-	-
Thame - N.S.	-	*120 0 0	1833	-	-	-	-	-
Thame - N.S.	-	60 0 0	1843	-	-	-	-	-
Thame - B.S.	-	*150 0 0	1837	-	-	-	-	-
Warborough - N.S.	-	45 0 0	1846	-	-	-	-	-
Watlington - N.S.	5	50 0 0	1844	1 4 6	-	-	9 13 4	-
Westwell - N.S.	-	40 0 0	1855	-	-	-	-	-
Wheatley - N.S.	6	-	-	1 13 0	-	-	-	3 4 0
Witney - N.S.	5	*47 0 0	1837	4 9 9	24 0 0	-	305 13 4	3 13 0
Witney - N.S.	5	630 0 0	1857	-	-	-	-	-
Witney - Wes. M.	10	-	-	6 0 2	41 5 0	-	186 10 0	52 18 0
Woodcote - N.S.	-	*35 0 0	1837	10 17 4	-	-	-	-

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
OXFORDSHIRE—cont.								
Footstock - N.S. 6	£ 691 0 0	1855	£ 8 6 84	£ 74 16 8	-	£ 43 0 8	£ 30 5 0	
Fulbrook - Par. 6	-	-	-	-	-	-	£ 9 14 0	
Fusion - N.S.	-	-	£ 2 0 04	-	-	-	-	
RUTLANDSHIRE.								
Avell - Ch. of E. 12	-	-	-	£ 38 11 8	-	-	£ 3 0 0	
Barnston - N.S.	£ 40 0 0	1867	-	-	-	-	-	
Barnston - N.S.	£ 77 0 0	1849	-	-	-	-	-	
Barnston - N.S. 11	-	-	-	£ 12 10 0	-	-	£ 5 16 0	
Barnston, Foster, - N.S. 12	-	-	£ 1 4 34	-	-	£ 85 0 0	£ 3 1 0	
Carly - N.S. 12	-	-	£ 1 10 28	£ 41 5 0	-	£ 63 0 0	£ 16 10 0	
Carly - N.S. 11	£ 39 0 0	1863	-	£ 50 0 0	-	-	£ 5 10 0	
Carly - N.S. 11	£ 25 0 0	1848	-	-	-	-	-	
Carly, South - N.S.	£ 76 0 0	1847	£ 1 0 64	-	-	-	-	
Carly, Madel - N.S. 12	£ 580 15 0	1843	£ 6 5 0	£ 118 16 8	-	£ 151 15 0	£ 41 14 0	
Carly - N.S.	£ 50 0 0	1860	-	-	-	-	-	
Carly - N.S. 7	-	-	£ 3 18 0	£ 181 0 0	-	£ 74 7 6	£ 15 4 0	
Carly - N.S.	£ 84 0 0	1855	-	-	-	-	-	
SHERBORNE.								
St. Barnell - N.S. 6	£ 33 0 0	1848	£ 1 8 34	-	-	-	£ 1 8 0	
St. Barnell - N.S.	£ 88 0 0	1849	£ 1 5 8	-	-	-	-	
St. Barnell - N.S.	£ 45 0 0	1843	-	-	-	-	-	
St. Barnell - N.S.	£ 60 0 0	1841	-	-	-	-	-	
St. Barnell - N.S. 5	£ 93 7 6	1854	-	-	-	-	£ 7 8 0	
St. Barnell - N.S.	£ 32 0 0	1844	-	-	-	-	-	
St. Barnell - N.S.	£ 1 4 6	1846	-	-	-	-	-	
St. Barnell - N.S. 6	£ 50 0 0	1848	£ 4 19 114	£ 81 5 0	-	£ 337 11 8	£ 34 11 0	
St. Barnell - N.S.	£ 3 17 0	1848	-	-	-	-	-	
St. Barnell - N.S.	£ 0 13 4	1846	-	-	-	-	-	
St. Barnell - N.S.	£ 20 0 0	1856	-	-	-	-	-	
St. Barnell, St. Leonard's - N.S. 6	-	-	£ 1 10 04	£ 8 6 8	-	£ 6 5 0	-	£ 24 7 6
St. Barnell, St. Leonard's - N.S. 5	£ 14 17 6	1851	£ 7 2 04	£ 170 13 4	£ 30 0 0	£ 442 16 8	£ 16 16 0	
St. Barnell, St. Leonard's - N.S.	£ 468 13 4	1856	-	-	-	-	-	
St. Barnell, St. Mary's - N.S. 5	£ 166 19 0	1846	£ 5 14 54	£ 53 15 0	£ 60 0 0	£ 151 8 4	£ 8 16 0	
St. Barnell, St. Mary's - N.S.	£ 9 19 3	1852	-	-	-	-	-	
St. Barnell, St. Mary's - N.S.	£ 168 0 0	1857	-	-	-	-	-	
St. Barnell, School - N.S.	-	-	£ 0 16 84	-	-	-	-	
St. Barnell, School - N.S. 5	£ 108 0 0	1846	£ 1 19 54	-	-	-	£ 3 0 0	
St. Barnell, School - N.S. 5	£ 16 4 9	1850	£ 10 6 104	£ 73 9 2	-	£ 367 10 0	£ 62 7 0	
St. Barnell, School - N.S.	£ 799 1 6	1855	-	-	-	-	-	
St. Barnell, School - N.S.	£ 247 0 0	1856	-	-	-	-	-	
St. Barnell, School - N.S.	£ 80 0 0	1851	£ 2 0 0	-	-	-	-	
St. Barnell, School - N.S. 5	-	-	£ 1 27 104	-	-	-	£ 5 4 0	
St. Barnell, School - N.S. 6	-	-	-	£ 21 5 0	-	-	£ 8 0 0	
St. Barnell, School - N.S. 5	-	-	£ 7 13 44	£ 25 16 8	-	£ 90 18 4	£ 16 14 0	
St. Barnell, School - N.S. 6	-	-	-	£ 20 0 0	-	£ 5 0 0	£ 14 14 0	
St. Barnell, School - N.S.	£ 274 0 0	1857	-	-	-	-	-	
St. Barnell, School - N.S.	£ 120 0 0	1843	£ 1 8 5	-	-	-	-	
St. Barnell, School - N.S.	£ 30 0 0	1847	-	-	-	-	-	
St. Barnell, School - N.S. 5	-	-	£ 3 0 04	£ 4 0 0	-	-	-	
St. Barnell, School - N.S. 6	-	-	£ 11 14 24	£ 76 10 0	-	£ 170 10 0	-	
St. Barnell, School - N.S. 5	-	-	£ 1 15 0	£ 13 15 0	-	-	£ 4 10 0	
St. Barnell, School - N.S. 6	-	-	£ 9 6 24	£ 183 10 0	-	£ 421 10 0	£ 76 7 0	£ 12 11 7
St. Barnell, School - N.S. 6	£ 50 0 0	1851	-	-	-	£ 21 5 0	£ 60 2 0	
St. Barnell, School - N.S.	£ 30 0 0	1857	-	-	-	-	-	
St. Barnell, School - N.S. 7	£ 170 0 0	1856	£ 5 16 24	£ 25 0 0	-	£ 62 10 0	£ 23 2 0	
St. Barnell, School - N.S.	£ 79 11 8	1856	-	-	-	-	-	

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		Amount.	Date of Payment.						
SHEPHERD—cont.									
Duddleston Heath N.S.	6	£ s. d.	- - -	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Duddleston, Sub- scription	6	- - -	- - -	1 18 34	- - -	- - -	- - -	- - -	8 1 0
Eardington - N.S.	5	25 0 0	1847	1 5 44	- - -	- - -	- - -	- - -	5 17 0
Eaton-Constantine N.S.	5	160 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Ellesmere - N.S.	6	42 0 0	1850	3 7 44	5 0 0	- - -	- - -	- - -	8 15 0
Hampton, (Welsh)- N.S.	5	112 10 0	- - -	1 12 104	91 15 0	- - -	32 10 0	- - -	4 10 0
Hinstock - N.S.	5	53 10 0	1851	1 16 6	- - -	- - -	- - -	- - -	4 12 0
Hinstock - N.S.	5	120 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Hinstock - N.S.	5	90 0 0	1839	1 8 84	5 0 0	- - -	5 0 0	- - -	16 4 8
Hinstock - N.S.	5	30 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Hodnet - N.S.	6	90 0 0	1838	2 4 9	- - -	- - -	- - -	- - -	9 11 0
Hope Worthen - N.S.	5	70 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
Hope Bowdler - N.S.	5	122 8 6	1856	1 5 0	3 6 8	- - -	- - -	- - -	0 16 8
Hopessay - Par.	6	- - -	- - -	1 16 8	- - -	- - -	- - -	- - -	2 10 0
Hordley - N.S.	6	25 0 0	1845	1 0 104	6 5 0	- - -	- - -	- - -	2 12 0
Hordley - N.S.	6	20 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Ironbridge, Severn- side School	5	- - -	- - -	2 2 64	28 3 4	- - -	20 0 0	- - -	5 2 0
Jackfield - N.S.	5	100 0 0	1845	2 2 84	- - -	- - -	225 2 6	- - -	32 16 0
Kemberton - N.S.	5	100 0 0	1857	- - -	49 10 0	- - -	- - -	- - -	- - -
Ketley - N.S.	5	- - -	- - -	1 13 44	- - -	- - -	56 3 4	- - -	33 5 0
Kinlet - N.S.	6	58 0 0	1844	- - -	- - -	- - -	- - -	- - -	8 10 0
Kinlet - N.S.	6	29 14 8	1855	- - -	- - -	- - -	- - -	- - -	- - -
Kinnerley - N.S.	6	245 0 0	1857	1 14 6	- - -	- - -	- - -	- - -	- - -
Lilleshall - N.S.	6	- - -	- - -	4 5 84	118 15 0	- - -	238 3 4	- - -	64 6 0
Llanfair-Waterline N.S.	7	127 0 0	1855	- - -	- - -	- - -	- - -	- - -	15 8
Llanfair-Waterline N.S.	7	75 10 0	1853	1 6 9	- - -	- - -	- - -	- - -	3 15 0
Lopington - N.S.	7	900 0 0	1856	- - -	36 13 4	- - -	29 0 0	- - -	6 12 0
Ludlow - N.S.	7	230 0 0	1846	8 16 94	107 10 0	29 11 8	617 16 8	- - -	80 18 0
Madeley - N.S.	6	25 13 4	1850	46 13 4	- - -	- - -	- - -	- - -	- - -
Madeley Wood - Wes.	3	- - -	- - -	7 9 84	32 10 0	- - -	77 3 4	- - -	48 6 0
Macebury - N.S.	5	42 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Malin's Lee - N.S.	5	- - -	- - -	4 16 5	5 0 0	- - -	5 0 0	- - -	8 7 0
Martin's, St.—The Lodge	6	127 5 0	1853	2 15 4	66 13 4	- - -	21 5 0	- - -	11 0 0
Meole Brace - N.S.	6	- - -	- - -	2 14 0	- - -	- - -	- - -	- - -	5 17 0
Middle - Ch.S.	5	- - -	- - -	2 8 0	54 10 0	- - -	94 9 7	- - -	24 3 0
Middleton - R.C.	3	- - -	- - -	- - -	70 0 0	- - -	- - -	- - -	7 14 0
Middleton in Chir- bury	8	60 0 0	1849	3 5 10	24 15 0	20 0 0	163 16 8	- - -	9 12 0
Middleton in Chir- bury	8	12 5 0	1849	- - -	- - -	- - -	- - -	- - -	- - -
Middleton in Chir- bury	8	15 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Morville - N.S.	5	179 0 0	1857	2 1 8	- - -	- - -	- - -	- - -	- - -
Nash - N.S.	5	75 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Neen and Milson - N.S.	5	63 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Onibury - N.S.	5	90 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Oswestry - N.S.	5	338 0 0	1842	14 10 94	302 4 2	- - -	543 11 8	- - -	32 9 0
Oswestry - N.S.	5	23 0 0	1854	- - -	- - -	- - -	- - -	- - -	6 1
Oswestry - N.S.	8	150 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Pontesbury - Ch.S.	6	288 0 0	1856	3 1 04	38 6 8	- - -	59 10 0	- - -	10 14 0
Prithywasen - N.S.	5	90 0 0	1839	- - -	- - -	- - -	- - -	- - -	- - -
Press - N.S.	6	160 0 0	1848	2 10 44	68 13 4	- - -	34 11 8	- - -	18 5 0
Preston-on-the- Wildmoors	5	25 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Preston-on-the- Wildmoors	5	11 13 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Rhydycroesau - N.S.	5	85 0 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
Rodington - N.S.	6	102 0 0	1849	3 13 114	36 5 0	- - -	53 15 0	- - -	27 2 0
Rodington - N.S.	6	30 0 0	1854	- - -	- - -	- - -	- - -	- - -	- - -
Ryton - N.S.	5	64 10 0	1850	1 0 04	- - -	- - -	- - -	- - -	- - -
Sambrook - N.S.	5	211 0 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Sheinton - N.S.	5	60 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -
Sheinton - N.S.	5	10 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Sheinton - N.S.	5	45 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Shelfe - N.S.	5	- - -	- - -	- - -	24 1 8	- - -	25 0 0	- - -	14 11 0
Shiffhall - N.S.	5	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Shrewsbury, Cole- ham	7	130 0 0	1849	2 19 10	- - -	- - -	211 13 4	- - -	12 9 0
Shrewsbury, Cole- ham	7	90 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
Shrewsbury, Cole- ham	7	75 12 8	1849	- - -	- - -	- - -	- - -	- - -	- - -

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
SHROPSHIRE—cont.								
Shrewsbury, St. Alk-								
and's - Ch. S.	5	189 0 0	1899	5 6 3	5 0 0	-	5 0 0	10 17 0
Shrewsbury, St. Chad's								
N.S.		290 0 0	1838					
Shrewsbury, St. Mary's								
and St. Michael's N.S.	5	38 6 0	1847	11 13 7½	36 6 8	-	249 13 4	
Shrewsbury - B.S.	5	-	-	12 15 11½	76 7 6	-	443 13 4	7 0 0
Shrewsbury and Shropshire Schoolmasters' Association		-	-	2 10 10½				
Shropshire Salop. District Par. Union S.	11	-	-	-	-	-	5 0 0	
Shropshire, St. Milborne								
each - N.S.		116 0 0	1857					1 15 0
each - N.S.	7	269 4 0	1857	2 1 8½	20 0 0	-	-	2 5 0
each - N.S.		125 0 0	1838					
each - N.S.		99 0 0	1838					
each - N.S.	5	31 15 0	1848	8 14 2½	35 0 0	-	168 6 8	39 15 0
each - N.S.		735 6 8	1855					
Shropshire, St. Paul's								
each - R.C.	6	-	-	5 3 4½	-	-	-	7 13 0
each - N.S.	6	150 0 0	1849	3 8 8	26 2 6	-	34 1 8	36 19 0
each - B.S.		200 0 0	1849					
each - N.S.	5	207 0 0	1849	9 2 9½	65 0 0	-	205 16 8	87 13 0
each - N.S.	5	173 0 0	1859	4 13 4	73 0 0	-	152 16 8	31 0 0
each - N.S.		31 13 4	1855					
Shropshire, Boys, Endowed	N.S.	5	32 0 0	1854	6 19 2½	54 0 0	-	404 10 0
each - N.S.		17 0 0	1855					8 14 0
Shropshire, Girls	N.S.	5	-	2 13 4	-	-	146 0 0	4 0 0
Shropshire - N.S.	6	214 10 0	1854	3 1 7½	19 0 0	-	6 5 0	11 16 0
Shropshire - N.S.		109 0 0	1859					
each - N.S.		50 0 0	1859					
Shropshire, Oaken-								
each - N.S.	5	204 0 0	1848	4 2 1	-	-	86 18 4	14 19 0
each - N.S.		4 16 8	1849					
Shropshire, St. Leonard's	N.S.		42 0 0	0 5 0				
each - N.S.		12 0 0	1844					
each - N.S.		5 0 0	1847					
each - N.S.		52 0 0	1854					
Shropshire, Endowed S.	5	-	-	-	10 0 0	-	32 10 0	
Shropshire - N.S.	5	98 0 0	1859	3 2 0½	-	-	171 0 0	19 7 0
Shropshire - N.S.	5	80 0 0	1854	3 15 10	108 0 0	-	146 15 0	23 12 0
each - N.S.		41 0 0	1857					
Shropshire, Wood	N.S.			3 19 7				
SOMERSETSHIRE.								
Somersetshire - N.S.		25 0 0	1835					
Somersetshire - N.S.		50 0 0	1847					
Somersetshire - N.S.	12	-	-	-	46 10 0	-	47 10 0	10 19 0
Somersetshire, West - N.S.		40 0 0	1838					
Somersetshire, Abbey, and St. James	N.S.	12	7 12 6	1850	4 3 8	69 0 0	49 11 8	891 0 0
each - N.S.		12 6 8	1853					5 13 0
Somersetshire, Beacon Hill	N.S.	11	-	-	-	-	220 0 0	
Somersetshire, Deanery, Ch. Schoolmasters' Association		-	-	5 0 0½				
Somersetshire, Octagon Chapel								
each - N.S.	12	-	-	1 14 10	20 0 0	-	28 15 0	20 0 6
Somersetshire, St. Saviour's	N.S.	11	150 0 0	3 7 1½	127 10 0	-	396 19 2	31 0 0
each - N.S.		9 6 0	1851					
each - N.S.		5 0 0	1856					
Somersetshire, St. Catherine's Industrial S.	10	-	-	-	-	-	-	510 18 4½

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitalisation Grants.	Grants to Reformatory and Industrial School.
	Amount.	Date of Payment.						
SOMERSETSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bath, Walcot, St.								
Swithin's - N.S. 11	450 0 0	1842	14 6 12	60 10 0	-	1,263 5 0	66 8 0	
" " " "	13 15 0	1840						
" " " "	16 9 4	1850						
" " " "	15 15 0	1851						
" " " "	16 10 0	1854						
" " " "	33 6 8	1855						
Bath, Walcot, Trinity								
" " " " N.S. 11	*115 0 0	1836	3 12 0	55 10 0	-	229 0 0	40 0 0	
" " " " " 400 0 0	1856							
Bath, Weymouth House, Central - N.S. 12	25 10 1	1850	16 18 4	183 0 0	-	1,075 13 4	26 14 0	
" " " " " 32 6 8	1851							
" " " " " 23 15 2	1852							
" " " " " 140 0 0	1854							
Bath and Bath Forum - B.S. 3	400 0 0	1854	-	-	-	62 17 6	15 0 0	
Bath and Wells, Diocesan Board of Education -	-	-	40 0 0	-	-	-	-	
Bath - R.C. 6	-	-	6 14 11	103 10 0	-	234 11 8	27 10 0	
Bath - P.U. 8	-	-	-	-	-	228 8 4	-	
Beckington - Par. 6	-	-	-	15 3 4	-	20 0 0	11 3 0	
Bedminster and St. Paul's District - N.S. 11	*252 0 0	1833	21 19 0	134 10 0	-	1,508 10 10	60 16 0	
" " " " " 4 1 0	1848							
" " " " " 65 0 0	1849							
" " " " " 22 6 8	1852							
" " " " " 12 2 8	1855							
Bedminster Deanery S. - 3 15 9	1847							
Bedminster - B.S. 3	238 0 0	1847	15 12 4	101 8 4	-	379 5 0	11 7 0	
" " " " " 325 0 0	1855							
Berrow - N.S. 1	70 0 0	1843	0 19 11	-	-	-	-	
Bishopport, or Bishopworth - N.S. 1	100 0 0	1842	2 4 4	-	-	-	-	
" " " " " 0 16 8	1853							
" " " " " 232 13 7	1856							
Bleadon - N.S. 10	146 1 0	1854	1 1 0	6 13 4	-	-	5 13 0	
Bradford - N.S. 1	50 0 0	1845	-	-	-	-	-	
Brent, East - N.S. 1	70 0 0	1841	-	-	-	-	-	
" " " " " 8 2 6	1845							
Bridgewater, Girls - N.S. 2	27 10 0	1853	3 6 8	21 16 8	-	130 8 4	-	
Bridgewater (Dr. Morgan's) - N.S. 2	-	-	10 0 2	24 5 0	-	376 13 4	-	
Bridgewater, General S. - 10	-	-	1 3 4	2 10 0	-	-	-	
Bridgewater, St. Mary's, Mount Street, Infants - N.S. 1	111 0 0	1846	-	-	-	-	-	
Bridgewater (Provident Place) Infants S. - 10	-	-	-	47 3 4	-	145 15 0	27 13 0	
Bridgewater - Wes. 1	-	-	2 13 4	-	-	-	-	
Brislington, Arno's Court, Reformatory - R.C. 6	-	-	5 1 3	-	-	-	-	112 3
Brompton Ralph - N.S. 3	-	-	0 18 8	-	-	-	0 12 0	
Brushford - N.S. 1	*23 0 0	1840	-	-	-	-	-	
Bruton - N.S. 6	171 15 0	1858	2 1 10	11 0 0	-	122 16 8	14 19 0	
Buckland Dinham - N.S. 10	102 0 0	1849	-	-	-	-	2 18 0	
Burnham - N.S. 1	200 0 0	1837	-	-	-	-	-	
Burrington School - 3	-	-	-	-	-	-	6 5 0	
Burrowbridge - Ch. of E. 1	151 0 0	1846	1 0 5	-	-	-	-	
Butleigh - N.S. 1	40 0 0	1854	2 7 3	50 3 4	-	102 0 0	30 10 0	
" " " " " 20 0 0	1847							
Cannington - N.S. 2	*140 0 0	1833	7 1 2	87 17 6	16 13 4	307 10 0	24 9 0	
Castle Cary - N.S. 6	110 0 0	1845	1 17 7	22 10 0	-	-	10 1 0	
" " " " " 20 0 0	1847							
" " " " " 62 0 0	1856							
Catcott - N.S. 1	37 10 0	1843	-	-	-	-	-	
Chantry, Indust. Sch. 1	782 2 0	1837	12 10 3	-	-	-	-	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
KILBERTHIRE—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Card - N.S. 3	-	-	-	-	-	-	4 8 0	-
Card, West - N.S. 3	-	-	-	8 15 0	-	1 5 0	-	-
Cedar - N.S.	-	-	2 8 4	-	-	-	-	-
Station Fitzpaine - N.S.	80 0 0	1847	1 8 4	-	-	4 3 4	7 7 0	-
St. Magna - Par. 6	230 0 0	1840	-	-	-	-	-	-
St. Mary upon Polden - N.S.	35 0 0	1854	3 2 3	-	-	51 13 4	13 15 0	-
St. (Old) - N.S. 1	25 0 0	1835	3 15 0	30 3 4	-	154 11 8	6 1 0	-
St. Peter - N.S. 6	44 0 0	1839	-	-	-	-	-	-
St. Peter, East, Juvenile and Infants - B.S. 10	-	-	9 16 7	71 13 4	25 0 0	323 10 0	38 19 0	8 6 0
St. Peter - N.S.	90 0 0	1835	2 14 11	-	-	-	-	-
St. Peter - N.S.	108 0 0	1840	-	-	-	-	-	-
St. Peter - N.S.	6 13 4	1853	-	-	-	-	-	-
St. Peter Down - N.S. 11	30 0 0	1847	1 17 5	60 18 4	-	123 18 4	15 15 0	-
St. Peter - N.S.	5 10 0	1853	-	-	-	-	-	-
St. Peter Florey - N.S.	30 0 0	1846	-	-	-	-	-	-
St. Peter St. Nicholas - N.S. 2	-	-	-	63 5 0	-	33 6 8	31 8 0	-
St. Peter - N.S.	120 0 0	1857	-	-	-	-	-	-
St. Peter Bishop - N.S.	50 0 0	1844	-	-	-	-	-	-
St. Peter Martin - N.S.	55 0 0	1843	-	-	-	-	-	-
St. Peter - N.S.	-	-	2 14 0	-	-	-	-	-
St. Peter - N.S.	60 0 0	1844	-	-	-	-	-	-
St. Peter - N.S.	14 0 0	1845	-	-	-	-	-	-
St. Peter - N.S.	60 0 0	1843	-	-	-	-	-	-
St. Peter - N.S.	250 0 0	1846	-	148 5 0	-	185 3 4	43 14 0	-
St. Peter North - N.S. 2	238 0 0	1848	2 0 11	56 5 0	-	198 6 8	14 17 0	-
St. Peter, Endowed - N.S.	-	-	2 19 6	-	-	-	-	-
St. Peter, Ch. Ch. - N.S. 12	40 0 0	1841	1 15 4	-	-	-	4 4 0	-
St. Peter - N.S.	20 0 0	1843	-	-	-	-	-	-
St. Peter - N.S.	3 16 0	1845	-	-	-	-	-	-
St. Peter - N.S.	23 0 0	1846	-	-	-	-	-	-
St. Peter - N.S.	80 0 0	1848	-	-	-	-	-	-
St. Peter - Wes. 10	50 0 0	1849	6 5 4	105 5 0	-	217 10 0	20 15 0	-
St. Peter - N.S.	95 0 0	1853	-	-	-	-	-	-
St. Peter, St. John's - N.S.	117 0 0	1847	-	-	-	-	-	-
St. Peter - N.S.	59 10 0	1850	-	-	-	-	-	-
St. Peter - N.S.	50 0 0	1838	1 10 0	-	-	-	-	-
St. Peter - N.S. 6	75 0 0	1843	5 8 6	193 0 0	90 0 0	302 0 0	78 19 0	-
St. Peter - N.S.	1 4 3	1847	414 14 0	-	-	-	-	-
St. Peter - N.S.	443 9 0	1855	-	-	-	-	-	-
St. Peter - N.S.	187 0 0	1857	-	-	-	-	-	-
St. Peter - N.S. 12	40 0 0	1839	-	-	-	39 7 6	8 13 0	-
St. Peter - N.S.	20 0 0	1848	-	-	-	-	-	-
St. Peter - N.S.	3 15 6	1848	-	-	-	-	-	-
St. Peter Bourton - N.S.	-	-	0 16 4	-	-	-	-	-
St. Peter - Ch. S. 11	100 0 0	1848	2 18 2	38 16 8	-	90 0 0	9 19 0	-
St. Peter - N.S.	4 15 0	1853	-	-	-	-	-	-
St. Peter - B.S. 3	-	-	2 8 0	-	-	7 6 8	-	-
St. Peter, Ch. Ch. - N.S.	181 0 0	1843	1 3 4	-	-	-	-	-
St. Peter, Trinity - N.S.	125 0 0	1841	1 7 9	-	-	-	-	-
St. Peter - N.S.	25 0 0	1846	-	-	-	-	-	-
St. Peter, Salwood - N.S. 6	23 6 6	1853	1 17 10	20 13 4	-	101 18 4	11 2 0	-
St. Peter - N.S.	34 2 10	1857	-	-	-	-	-	-
St. Peter, Boys - N.S. 3	-	-	5 18 11	38 0 0	-	63 0 0	10 10 0	-
St. Peter, Girls - N.S. 2	-	-	-	5 16 8	-	-	-	-
St. Peter - N.S.	100 0 0	1847	-	-	-	-	-	-
St. Peter, Beauchamp - N.S. 2	-	-	-	-	-	-	5 5 0	-
St. Peter, St. George's - N.S.	287 0 0	1850	1 10 3	-	-	-	-	-
St. Peter - N.S.	278 0 0	1857	1 11 7	-	-	-	-	-
St. Peter, Champflower - N.S.	-	-	2 0 0	-	-	-	-	-
St. Peter, Bishop's - N.S. 2	129 0 0	1848	2 2 2	25 18 4	-	77 1 8	16 0 0	-
St. Peter - N.S.	279 0 0	1837	3 4 7	-	-	-	-	-
St. Peter - N.S.	500 0 0	1855	-	-	-	-	-	-
St. Peter - N.S.	42 0 0	1846	-	-	-	-	-	-
St. Peter - N.S.	37 16 0	1843	-	-	-	-	3 5 0	-
St. Peter - N.S. 11	-	-	4 16 8	27 1 8	-	23 15 0	9 2 0	-
St. Peter - N.S.	568 0 0	1857	-	-	-	-	-	-
St. Peter - Ch. of E. - N.S.	309 0 0	1857	-	-	-	-	-	-
St. Peter - N.S.	52 0 0	1838	3 9 1	-	-	-	-	-

a Scientific apparatus.

Schools aided by Parliamentary Grants.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Refectory and Industrial School.
	Amount.	Date of Payment.						
SOMERSETSHIRE—cont.								
Langford Budville - N.S.	2	-	-	-	-	-	5 10 0	-
Leigh-upon-Mendip Sch.	6	-	-	-	-	-	8 1 0	-
Linnington - N.S.	140	0 0	1834	2 0 5	-	-	9 8 0	-
Littleton, High - N.S.	12	4 11 4	1852	-	-	-	-	-
Lovington - Ch. S.	11	-	-	1 17 0	-	31 5 0	-	-
Lyncombe, St. Mark's N.S.	11	200 0 0	1845	11 6 5	40 10 0	916 6 8	63 10 0	-
Mark - N.S.	6	25 0 0	1853	-	-	-	-	-
Mark - N.S.	6	100 0 0	1845	1 0 0	-	21 5 0	5 4 0	-
Martock - N.S.	2	23 6 8	1858	-	-	-	-	-
Martock - N.S.	2	153 10 0	1848	3 10 10	88 15 0	201 10 0	16 10 0	-
Mells - Ch. of E.	6	5 18 0	1851	-	-	-	-	-
Merriott - N.S.	2	-	-	12 13 4	-	11 6 8	10 19 0	-
Middlezoy - N.S.	2	*66 0 0	1835	2 16 1	5 10 0	2 10 0	3 6 0	-
Middlezoy - N.S.	6	100 0 0	1844	2 13 8	-	-	12 11 0	-
Middlezoy - N.S.	6	2 18 6	1843	-	-	-	-	-
Middlezoy - N.S.	6	33 0 0	1940	-	-	-	-	-
Milborne Port - N.S.	2	-	-	2 1 2	36 5 0	1 5 0	13 16 0	-
Milborne Port - B.S.	10	-	-	1 17 10	-	15 0 0	26 4 0	-
Milverton - N.S.	2	-	-	13 1 4	156 16 8	763 4 2	23 12 0	-
Monksilver - N.S.	-	66 0 0	1847	-	-	-	-	-
Montacute - N.S.	1	10 0 0	1857	-	-	-	-	-
Montacute - N.S.	1	123 0 0	1848	6 15 8	12 0 0	270 0 0	54 18 0	-
Montacute - N.S.	1	9 6 4	1852	-	-	-	-	-
Montacute - N.S.	1	40 0 0	1857	-	-	-	-	-
Montecleafe - N.S.	-	-	-	1 0 5	-	-	-	-
Mudford - N.S.	-	81 0 0	1848	-	-	-	-	-
Nailsea - Par.	6	-	-	1 10 5	37 10 0	170 4 2	19 4 0	-
Nailsea, Ch. Ch. - N.S.	6	150 0 0	1844	1 0 2	-	36 5 0	11 17 0	-
Nailsea, Ch. Ch. - N.S.	6	4 14 0	1845	-	-	-	-	-
Nettlecombe, Yard - N.S.	2	-	-	-	28 15 0	83 15 8	23 19 0	-
Norton, Midsomer - N.S.	11	101 10 0	1841	7 8 5	-	157 1 8	4 10 0	-
Norton, Midsomer - N.S.	11	70 0 0	1846	-	-	-	-	-
Norton, Midsomer - N.S.	11	15 2 10	1849	-	-	-	-	-
Norton, Midsomer - N.S.	11	14 5 5	1852	-	-	-	-	-
Norton, St. Philip's, Infants - N.S.	-	40 0 0	1841	-	-	-	-	-
Paulton - N.S.	11	50 0 0	1845	5 7 6	171 7 6	25 6 0	391 3 4	67 19 0
Paulton - N.S.	11	67 0 0	1846	-	-	-	-	-
Paulton - N.S.	11	1 11 6	1847	-	-	-	-	-
Paulton - N.S.	11	5 10 0	1847	-	-	-	-	-
Paulton - N.S.	11	5 6 8	1853	-	-	-	-	-
Paulton - N.S.	11	54 0 0	1856	-	-	-	-	-
Paulton - N.S.	11	3 16 0	1856	-	-	-	-	-
Pennard, East - N.S.	-	35 0 0	1843	-	-	-	-	-
Pennard, West Ch. of E.	1	81 0 0	1852	1 4 8	88 16 8	164 5 0	52 10 0	-
Pennard, West Ch. of E.	1	6 17 0	1854	-	-	-	-	-
Pennard, West Ch. of E.	1	173 0 0	1854	-	-	-	-	-
Pennard, West Ch. of E.	1	10 0 0	1856	-	-	-	-	-
Pennard, West Ch. of E.	1	14 0 0	1857	-	-	-	-	-
Pensewood - N.S.	-	69 0 0	1847	-	-	-	-	-
Petherton, North - N.S.	2	*150 0 0	1839	6 17 5	77 5 0	133 10 0	36 1 0	-
Petherton, North - N.S.	2	28 13 0	1854	-	-	-	-	-
Petherton, North - N.S.	2	12 6 8	1857	-	-	-	-	-
Pill (Benevolent) S.	4	5 0 0	1851	10 8 7	58 5 0	412 8 4	40 18 0	-
Pill (Benevolent) S.	4	650 0 0	1856	-	-	-	-	-
Pill - N.S.	4	-	-	-	-	123 0 0	2 15 0	-
Pilton - N.S.	-	40 0 0	1847	-	-	-	-	-
Pitminster - N.S.	2	75 0 0	1843	2 15 6	16 5 0	175 0 0	7 14 0	-
Pitminster - N.S.	2	45 0 0	1845	-	-	-	-	-
Pitminster - N.S.	2	25 0 0	1856	-	-	-	-	-
Portishhead - N.S.	11	2 15 0	1846	1 18 10	88 6 8	300 0 0	-	-
Portishhead - N.S.	11	83 0 0	1847	-	-	-	-	-
Portishhead - N.S.	11	50 0 0	1847	-	-	-	-	-
Portishhead - N.S.	11	16 10 0	1853	-	-	-	-	-
Publow, Pyne's - N.S.	6	-	-	-	-	6 5 0	9 8 0	-
Radstock - N.S.	11	-	-	9 2 11	82 12 6	301 11 8	23 15 0	-
Redcliff, St. Mary's N.S.	12	1,326 0 0	1856	14 10 0	22 3 4	165 10 0	58 18 0	-
Redcliff (Pile Street), St. Mary's, Infant - N.S.	12	-	-	-	5 6 8	-	14 8 0	-

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	Amount.	Date of Payment.						
WILTSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aggon - N.S.	38 0 0	1845	1 3 4½					
Aggon Green - N.S.	13 0 0	1837	3 17 5	33 5 0	-	269 5 0	23 9 0	
Aggon, St. Michael's - N.S.	45 0 0	1844						
Aggon Beauchamp N.S.	*60 0 0	1835						
Aggon - N.S.	*40 0 0	1840						
Aggon Trister - N.S.	22 0 0	1848						
Aggon, Nether Ch.S.	114 0 0	1850	3 9 2	22 10 0	-	62 1 3	14 5 0	
Aggon and Walton - N.S.	*100 0 0	1837	1 10 1½	31 16 8	-	90 15 0	24 4 0	
Aggon - N.S.	4 8 8	1847						
Aggon, Bishop's - N.S.	70 0 0	1844						
Aggon, Central - N.S.	*185 0 0	1838	13 11 10½	72 1 8	-	497 18 4	28 13 0	
Aggon - N.S.	2 7 6	1846						
Aggon - N.S.	20 0 0	1851						
Aggon - N.S.	35 0 0	1850						
Aggon - N.S.	48 0 0	1856						
Aggon, Trinity - N.S.	1		12 1 10½	115 10 0	-	601 18 4	19 8 0	
Aggon - B.S.	*200 0 0	1840	11 3 9	135 4 2	-	493 0 10	57 10 0	
Aggon - N.S.	29 15 8	1853						
Aggon - N.S.	4 12 8	1844						
Aggon - N.S.	44 0 0	1856						
Aggon, Original Infant S. - N.S.	27 0 0	1855	-	63 10 0	-	109 10 0	14 1 0	
Aggon, St. George's - R.C.	-	-	1 9 11½					
Aggon - P.U.	2		-	-	-	0 3 4		
Aggon Combe - N.S.	2	1845	-	-	-	-	3 5 0	
Aggon Falcon - N.S.	1		1 0 0	12 0 0	-	-	7 10 0	
Aggonham - N.S.	96 0 0	1852						
Aggoncombe, - N.S.	-	-	2 1 4½					
Aggonrough - N.S.	-	-	1 6 8					
Aggonrough - N.S.	-	-	5 0 0	53 10 0	-	141 2 6	39 9 0	
Aggonrough - Ch.S.	11	1855	12 2 8					
Aggonrough - N.S.	72 0 0	1856						
Aggonrough - N.S.	3		2 4 9	68 15 0	-	306 13 4	33 11 0	
Aggonrough (Fox's) - B.S.	10		3 16 4½	46 10 0	-	46 10 0	26 14 0	
Aggonrough - N.S.	7	1853	1 13 7½	-	-	-	13 14 0	
Aggonrough, Blue School - N.S.	5		1 16 8½	-	-	8 15 0	-	
Aggonrough (near Bath) - N.S.	11	1847	6 5 9	103 3 4	-	393 18 4	101 8 0	
Aggonrough-super-Mare - N.S.	11	1853	11 3 3	23 18 4	-	723 2 6	54 0 0	
Aggonrough-super-Mare - B.S.	10	1855	2 15 10	-	-	-	9 14 0	
Aggonrough-super-Mare - N.S.	46 0 0	1857						
Aggonrough-super-Mare - N.S.	60 0 0	1842	1 10 0					
Aggonrough-super-Mare - N.S.	6 4 0	1847						
Aggonrough (Bath) - N.S.	11	1853	7 3 1	68 1 8	-	716 6 0	26 3 0	
Aggonrough, Infant. - Par.	11		-	21 6 8	-	29 0 0	7 19 0	
Aggonrough - N.S.	1	1838	1 1 11	-	-	53 10 0	6 15 0	
Aggonrough - N.S.	6	1856						
Aggonrough - N.S.	6	1847					6 17 0	
Aggonrough - B.S.	50 0 0	1855						
Aggonrough - N.S.	176 0 0	1842						
Aggonrough - N.S.	5	1845	3 14 3	23 6 8	-	20 0 0	18 17 0	
Aggonrough - N.S.	69 0 0	1856						
Aggonrough, North - N.S.	5		-	-	-	-	2 11 0	
Aggonrough - N.S.	12	1846	3 4 10	77 1 8	-	233 7 6	16 19 0	
Aggonrough - N.S.	6	1842	6 5 0	24 8 4	-	29 11 8	5 15 0	
Aggonrough - N.S.	706 0 0	1857						
Aggonrough - N.S.	30 0 0	1847						
Aggonrough - N.S.	*72 0 0	1855	2 6 1½					
Aggonrough - N.S.	105 0 0	1844						
Aggonrough - N.S.	4 18 0	1853						
Aggonrough - N.S.	1	1846	9 4 1	68 15 0	-	353 0 0	8 8 0	
Aggonrough - N.S.	18 8 8	1852						

s Scientific apparatus.

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Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Refectory and Industrial Schools.
	Amount.	Date of Payment.						
STAFFORDSHIRE.								
Acton, Trussell & Bednall - N.S.	353 0 0	1857						
Adbaston - N.S.	45 0 0	1844						
" - N.S.	16 0 0	1848						
Alrewas - N.S. 12	460 0 0	1856	3 7 44	53 15 0	-	89 8 4	29 8 0	
Alton - N.S. 11	108 0 0	1845	-	12 0 0	-	-	10 6 0	
Alton, St. John's - R.C. 7	-	-	2 10 04	150 10 0	-	149 3 4	1 10 3	
Amblecote - N.S. 1	656 0 0	1857	-	56 13 4	-	29 0 0	30 14 0	
Amblecote (Denis' Park) - N.S.	206 0 0	1847	3 16 0	-	-	-	-	
Areley, Upper - N.S. 5	-	-	1 0 04	47 10 0	-	-	23 17 0	
Aston, St. Saviour's - N.S.	80 0 0	1848	-	-	-	-	-	
Aston-in-Stone, St. Michael's - R.C. 3	-	-	1 5 44	21 1 8	-	-	-	
Audley - N.S. 11	130 0 0	1854	6 7 44	26 5 0	-	44 0 0	53 4 0	
" - N.S.	8 10 0	1845	-	-	-	-	-	
" - N.S.	40 0 0	1848	-	-	-	-	-	
" - N.S.	40 0 0	1850	-	-	-	-	-	
" - N.S.	313 10 0	1855	-	-	-	-	-	
" - N.S.	36 0 0	1856	-	-	-	-	-	
Audley - Wes. 11	-	-	7 17 73	64 10 0	-	359 2 6	65 16 0	
Barr, Great - N.S.	570 0 0	1857	4 3 44	-	-	-	-	
Betley - N.S. 9	256 0 0	1855	6 9 24	41 13 4	-	250 16 8	23 4 0	
Biddulph Moor - N.S. 9	155 6 8	1853	4 4 104	-	-	15 0 0	9 10 0	
Bilston, St. Leonard's - N.S. 3	265 0 0	1849	4 14 114	65 10 0	-	174 7 8	21 16 0	
Bilston, St. Luke's, Infants - N.S.	175 10 0	1853	-	-	-	-	-	
Bilston, St. Mary's - N.S. 3	350 0 0	1840	8 18 8	121 10 0	-	373 0 0	29 10 0	
" - N.S.	108 0 0	1843	-	-	-	-	-	
" - N.S.	120 0 0	1845	-	-	-	-	-	
" - N.S.	21 0 0	1846	-	-	-	-	-	
" - N.S.	40 0 0	1851	-	-	-	-	-	
Bilston - B.S.	150 0 0	1839	-	-	-	-	-	
Bilston - Wes. 5	-	-	3 6 84	39 6 8	-	39 7 6	-	
Bilston, St. Joseph's - R.C. 7	-	-	9 2 84	60 16 8	-	461 0 0	19 15 6	
" - Night S.	-	-	-	-	-	5 0 0	-	
Bishop's Wood - N.S.	273 0 0	1856	-	-	-	-	-	
Birchills (Mixed) - N.S. 1	344 0 0	1853	8 6 54	-	-	-	2 13 0	
Blakenall Heath, Infants - N.S.	75 0 0	1848	-	-	-	-	-	
" - N.S.	40 0 0	1846	-	-	-	-	-	
Bloxwich - N.S. 2	81 0 0	1845	9 10 74	-	-	1 5 0	-	
" - N.S.	23 0 0	1849	-	-	-	-	-	
" - N.S.	16 13 4	1853	-	-	-	-	-	
" - N.S.	12 0 0	1856	-	-	-	-	-	
Blymhill - Par. 5	416 0 0	1897	3 9 24	13 6 8	-	5 0 0	18 18 0	
Brereton - N.S. 3	75 0 0	1846	1 10 04	49 10 0	-	35 0 0	12 6 0	
" - N.S.	20 0 0	1850	-	-	-	-	-	
" - N.S.	30 0 0	1855	-	-	-	-	-	
Brewood - N.S. 10	-	-	-	7 10 0	-	-	-	
Brewood, St. Mary's - R.C. 7	-	-	1 10 3	-	-	163 5 10	19 0 2	
Brierley Hill - N.S. 3	270 0 0	1835	4 14 04	25 0 0	-	223 0 0	30 16 0	
" - N.S.	150 0 0	1843	-	-	-	-	-	
" - N.S.	15 0 0	1845	-	-	-	-	-	
Brierley Hill - Wes. 3	-	-	13 19 24	76 10 0	-	96 7 6	53 13 0	
Brockmoor - N.S.	390 0 0	1846	-	-	-	-	-	
Bromley, Abbot's - N.S.	90 0 0	1844	-	-	-	-	-	
Bromley, King's - N.S.	30 0 0	1853	-	-	-	-	-	
Bromwich, West, All Saints - N.S. 3	-	-	9 6 9	97 16 8	-	132 16 8	51 15 0	
Bromwich, West, Ch. Ch. - N.S. 3	-	-	5 4 1	17 10 0	-	26 16 8	23 5 0	
Bromwich, West, Gold's Hill - Ch. S. 2	-	-	-	67 2 6	23 18 4	19 16 8	14 12 0	
Bromwich, West, Holy Trinity - N.S. 3	155 0 0	1843	5 5 64	100 11 8	-	546 8 4	70 8 0	
" - N.S.	22 0 0	1846	-	-	-	-	-	
" - N.S.	120 10 0	1855	-	-	-	-	-	

a Being one-third of a grant towards erecting this school, in conjunction with two others, in the same parishes, viz., "Talk-o'-the-Hill" and "Allegers" (now called "Queesterton").

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
ARFORDSHIRE—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
South West, St. James, Hill Top N.S. 4	400 0 0	1845	7 9 11	197 0 0	- - -	781 6 8	85 3 0	
South West, Ebenezer Independent Sch. 100 0 0	1846							
South West, Bunsit R.S. 2	- - -	- - -	- - -	72 2 4	- - -	412 12 4	17 14 0	
South West, West. Wes. 2	- - -	- - -	4 9 11½	144 4 3	- - -	591 6 8	68 15 0	
South West, Hill Top Wes. 2	- - -	- - -	19 9 6½	28 6 8	16 8 0	352 15 0	58 4 0	
South West, R.C. 9	153 11 0	1846	1 17 1	- - -	- - -	- - -	2 12 0	
St. Edge, N.S. 9	*150 0 0	1846	4 0 3½	- - -	- - -	- - -	- - -	
St. Dale Hall N.S. 11	100 0 0	1846	3 4 11½	- - -	- - -	- - -	- - -	
St. John's N.S. 11	27 16 8	1846	12 1 10½	145 18 4	- - -	429 17 6	16 11 0	
St. John's N.S. 11	15 0 0	1845	- - -	- - -	- - -	- - -	- - -	
St. Paul's (Stich) N.S. 11	111 10 0	1841	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 11	23 0 0	1847	- - -	- - -	- - -	- - -	- - -	
St. Paul's Wes. 12	441 0 0	1851	9 12 5½	76 18 4	- - -	576 4 2	47 19 4	
St. Paul's N.S. 12	310 0 0	1844	7 13 5	174 0 0	67 10 0	788 12 4	23 0 0	
St. Paul's N.S. 12	118 0 0	1845	- - -	- - -	- - -	- - -	- - -	
St. Paul's (Amersfort Lane), N.S. 100 0 0	1846							
St. Paul's B.S. 12	237 10 0	1845	5 0 7½	- - -	- - -	377 6 8	- - -	
St. Paul's N.S. 12	10 9 6	1847	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 4	26 13 4	1846	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 4	159 0 0	1847	2 6 5½	71 10 0	- - -	233 12 6	27 17 0	6 17 6
St. Paul's N.S. 4	26 0 0	1846	3 15 0½	- - -	- - -	- - -	- - -	
St. Paul's N.S. 10	- - -	- - -	2 5 4½	61 17 6	22 18 4	120 10 0	8 18 0	3 4 6
St. Paul's Ch. S. 2	- - -	- - -	- - -	15 0 0	- - -	16 5 0	13 19 0	
St. Paul's N.S. 12	100 0 0	1848	1 17 11½	- - -	- - -	6 5 0	2 9 0	
St. Paul's N.S. 9	- - -	- - -	- - -	- - -	- - -	- - -	9 12 0	
St. Paul's N.S. 11	150 0 0	1840	9 16 6½	87 16 3	- - -	674 8 4	66 19 0	
St. Paul's N.S. 11	412 8 0	1845	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 11	53 6 8	1855	- - -	- - -	- - -	- - -	- - -	
St. Paul's R.C. 7	- - -	- - -	2 14 10½	150 0 0	37 10 0	350 0 0	8 2 0	
St. Paul's R.C. 9	- - -	- - -	1 0 0	88 6 8	- - -	- - -	- - -	
St. Paul's N.S. 10	221 4 6	1855	5 0 0½	11 5 0	- - -	- - -	16 17 0	
St. Paul's N.S. 10	109 2 0	1846	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 10	834 0 0	1857	- - -	72 15 0	- - -	228 0 0	53 14 0	
St. Paul's (late Langer's Bank) N.S. 10	*1300 0 0	1834	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 10	20 0 0	1845	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 10	68 0 0	1846	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 10	- - -	- - -	- - -	- - -	- - -	- - -	13 10 0	
St. Paul's R.C. 9	- - -	- - -	3 19 10½	112 16 8	- - -	202 11 8	53 15 4	
St. Paul's N.S. 4	196 0 0	1845	11 5 5½	36 5 0	- - -	596 11 8	43 3 0	
St. Paul's N.S. 4	9 14 6	1848	- - -	- - -	- - -	- - -	- - -	
St. Paul's (Prince's End) N.S. 4	318 0 0	1845	3 7 7	2 10 0	- - -	- - -	- - -	
St. Paul's N.S. 4	252 0 0	1845	- - -	- - -	- - -	- - -	- - -	
St. Paul's (Darkhouse Lane) B.S. 10	*150 0 0	1847	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 10	*25 0 0	1840	- - -	- - -	- - -	- - -	- - -	
St. Paul's R.C. 9	- - -	- - -	4 2 5½	66 13 4	- - -	126 0 10	44 1 8	
St. Paul's N.S. 10	163 0 0	1855	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 3	864 0 0	1844	3 0 0½	84 0 0	- - -	107 10 0	65 3 0	
St. Paul's N.S. 3	4 10 0	1853	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 3	5 0 0	1856	- - -	- - -	- - -	- - -	- - -	
St. Paul's B.S. 10	*300 0 0	1837	- - -	- - -	- - -	- - -	- - -	
St. Paul's N.S. 10	- - -	- - -	2 9 5½	- - -	- - -	59 3 4	3 5 0	
St. Paul's N.S. 10	70 0 0	1846	2 13 10	43 10 0	- - -	5 0 0	- - -	
St. Paul's N.S. 3	- - -	- - -	2 0 10	- - -	- - -	- - -	- - -	
St. Paul's N.S. 12	- - -	- - -	6 2 3½	21 1 8	- - -	215 0 0	39 12 0	

Being one-third of a grant towards erecting this school, in conjunction with two others, in the same parish, "All-*o*-the-Hill," and "Andley Village" girls' school.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Religious and Industrial Schools.
	Amount.	Date of Payment.						
STAFFORDSHIRE—cont.								
Essington - N.S. 4	110 0 0	1847	6 16 11	18 15 0	-	173 3 4	31 17 0	13 0 0
Etruria - N.S. 9	245 0 0	1836	2 10 0	-	-	-	12 1 0	-
Etruria - B.S. 12	-	-	5 17 7	78 6 8	-	19 3 4	23 10 8	-
Ettingshall - N.S. 3	-	-	4 17 4	33 6 8	-	48 16 8	26 9 0	-
Ettingshall - Wes. 2	-	-	7 4 8	73 7 6	-	209 0 0	48 7 0	-
Fenton - N.S. 10	-	-	-	11 0 0	-	-	-	-
Forebridge - N.S. 10	100 0 0	1845	5 0 0	-	-	15 0 0	24 14 0	-
" - N.S. 10	70 0 0	1837	-	-	-	-	-	-
Forbrook - N.S. 1	185 0 0	1837	2 1 8	-	-	-	-	-
Freehay, St. Chad's - N.S. 12	160 0 0	1847	4 19 0	180 5 10	63 6 8	230 10 0	30 6 0	-
" - N.S. 1	195 1 2	1837	-	-	-	-	-	-
Glascote - N.S. 1	291 12 0	1855	-	-	-	-	11 14 0	-
Goldenhill - N.S. 11	150 0 0	1840	4 15 10	84 0 0	-	258 8 4	33 8 0	-
" - N.S. 1	4 13 4	1833	-	-	-	-	-	-
" - N.S. 1	50 0 0	1835	-	-	-	-	-	-
Gornal, Lower - N.S. 3	300 0 0	1846	-	-	-	-	15 0 0	-
Gornal, Upper - N.S. 2	100 0 0	1846	1 18 0	-	-	-	-	-
" - N.S. 2	30 0 0	1846	-	-	-	-	-	-
" - N.S. 2	32 0 0	1836	-	-	-	-	-	-
Gornal - B.S. 1	*150 0 0	1835	-	-	-	-	-	-
Halmer End - N.S. 10	54 0 0	1850	-	-	-	-	4 7 0	-
" - N.S. 10	29 6 8	1837	-	-	-	-	-	-
Hamstall-Ridware - N.S. 2	-	-	-	-	-	15 0 0	20 15 0	-
Hanbury, Endowed - N.S. 1	150 0 0	1840	2 12 0	-	-	-	-	-
Handsworth, - N.S. 1	-	-	-	39 10 0	-	-	-	-
Handsworth, St. James' - N.S. 10	65 0 0	1843	3 16 5	11 0 0	-	-	20 16 0	-
Hanford - N.S. 1	-	-	1 4 0	-	-	-	-	-
Harborne, Endowed - N.S. 4	*140 0 0	1838	-	85 5 0	-	99 11 8	17 16 0	-
" - N.S. 4	22 12 0	1848	-	-	-	-	-	-
" - N.S. 4	48 0 0	1848	-	-	-	-	-	-
" - N.S. 4	38 10 0	1852	-	-	-	-	-	-
Hartshill - N.S. 11	-	-	1 19 9	90 1 8	-	52 10 0	14 5 0	-
Haywood, St. John the Baptist's - R.C. 7	270 0 0	1836	1 14 2	-	-	22 11 8	14 5 0	-
Hollington - N.S. 1	40 0 0	1846	1 0 0	-	-	-	-	-
Horningslow - N.S. 1	-	-	-	-	-	-	-	-
Horton Lee - N.S. 1	100 0 0	1843	-	-	-	-	-	-
Ipstones, Agricultural Ch. S. 10	302 2 0	1834	5 8 4	147 5 0	61 5 0	29 0 0	23 11 0	-
" - N.S. 11	-	-	10 0 0	-	-	-	-	-
Kidsgrove - N.S. 11	-	-	9 3 3	201 6 8	66 10 8	440 0 0	93 13 0	-
Kingswinford, St. Mary's - N.S. 1	300 0 0	1846	3 6 4	175 18 4	22 18 4	240 10 0	44 1 0	-
" - N.S. 1	40 0 0	1835	-	-	-	-	-	-
Kingswinford (Oak Farm Ironworks) - N.S. 1	800 0 0	1845	-	-	-	-	-	-
Kinver - N.S. 1	*55 0 0	1836	3 0 7	-	-	-	-	-
" - N.S. 1	204 15 0	1851	-	-	-	-	-	-
Knightley - N.S. 1	124 0 0	1846	-	-	-	-	-	-
" - N.S. 1	5 6 8	1847	-	-	-	-	-	-
Knipersley - N.S. 10	-	-	1 17 6	21 1 8	-	-	10 9 0	-
Lapley and Wheaton - N.S. 10	324 0 0	1834	1 8 8	60 5 0	-	32 10 0	16 18 0	-
Aston - N.S. 10	-	-	2 16 8	-	-	-	-	-
Leasowe (Shaw's) - N.S. 1	*350 0 0	1835	-	9 0 0	-	-	-	-
Leek - N.S. 1	85 0 0	1847	-	-	-	-	-	-
Leek, St. Luke's - N.S. 10	178 0 0	1847	1 11 4	74 13 4	-	-	12 7 0	-
" - N.S. 10	65 0 0	1835	-	-	-	-	-	-
Leek - Wes. 11	-	-	3 0 0	41 5 0	-	15 0 0	15 6 0	-
Leigh, Endowed Free School - N.S. 10	-	-	1 6 8	7 10 0	-	-	6 7 0	-
Lichfield, St. Mary's - N.S. 1	114 0 0	1842	1 7 8	126 16 8	-	301 16 10	-	-
" - N.S. 1	99 15 0	1840	-	-	-	-	-	-
Longdon - N.S. 1	116 14 0	1854	-	-	-	-	-	-
Longton - N.S. 1	*125 0 0	1838	-	-	-	-	-	-
Longton - R.C. 7	-	-	5 10 0	31 5 0	-	41 5 0	12 11 0	-
Madeley, Endowed - N.S. 10	-	-	3 0 0	180 0 0	-	245 12 6	-	-
Maryvale, Indust. - R.C. 5	-	-	-	-	-	-	-	-

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
SOMERSETSHIRE—cont.								
St. N.S. 12	90 0 0	1849	2 8 11	69 8 4	-	287 10 10	45 8 0	
St. N.S. 12	265 4 0	1854						
St. N.S. 10	*60 0 0	1889	1 8 3	51 5 0	29 3 4	-	10 17 0	
St. N.S.	60 0 0	1844						
St. N.S.	45 0 0	1850						
St. N.S.	84 0 0	1847						
St. N.S.	135 0 0	1843						
St. N.S.	30 0 0	1847						
St. N.S.	*200 0 0	1838	1 10 5					
St. N.S.	15 0 0	1844						
St. N.S.	13 14 6	1846						
St. N.S.	30 0 0	1846						
St. N.S.	15 0 0	1856						
St. N.S. 12	*75 0 0	1835	5 9 2½	83 15 0	-	260 10 0	14 2 0	
St. N.S.	63 6 8	1856						
St. N.S.	27 10 0	1846						
St. N.S. 12	608 0 0	1857	4 3 10½	19 3 4	-	334 18 4	27 13 0	
St. N.S.	*250 0 0	1835						
St. N.S.	150 0 0	1845						
St. N.S. 5	47 0 0	1846	-	-	-	-	5 18 0	
St. N.S.	5 6 8	1847						
St. N.S. 9	-	-	-	24 0 0	-	-	19 9 0	
St. N.S. 12	-	-	8 1 3½	61 2 6	-	293 13 4	35 17 0	9 16 4
St. N.S. 10	-	-	1 10 2½	11 13 4	-	25 16 8	5 17 0	
St. N.S. 3	-	-	3 0 5½	-	-	-	6 11 0	
St. N.S.	183 0 0	1846	1 1 1	-	-	-	-	
St. N.S.	*100 0 0	1837						
St. N.S. 10	250 0 0	1845	2 11 0	10 0 0	-	10 0 0	6 4 0	
St. N.S.	35 10 10	1856						
St. N.S. 10	-	-	16 2 11½	66 10 0	6 5 0	239 13 4	46 13 0	
St. N.S. 1	70 1 6	1846		-	-	5 0 0	-	
St. N.S. 2	365 4 4	1856	2 8 8	15 0 0	-	1 9 2	10 0 0	
St. N.S.	300 0 0	1845	2 0 0	-	-	-	-	
St. N.S.	33 0 0	1846						
St. N.S.	5 6 8	1847						
St. N.S. 11	182 0 0	1853	4 0 9½	88 7 6	-	169 0 0	38 11 0	
St. N.S. 10	-	-	-	41 5 0	-	52 10 0	18 0 0	
St. N.S. 1	213 6 0	1849	2 6 5½	-	-	31 15 0	26 12 0	
St. N.S.	5 0 0	1856						
St. N.S. 3	230 0 0	1845	3 1 3½	45 0 0	-	113 6 8	-	
St. N.S.	54 15 0	1855						
St. N.S. 20	-	-	-	-	-	80 0 0	2 5 0	
St. N.S.	100 0 0	1846	6 0 8½	-	-	-	-	
St. N.S.	*175 0 0	1835						
St. N.S.	*130 0 0	1835						
St. N.S. 11	*195 0 0	1838	8 11 10½	115 13 4	-	817 0 0	17 15 0	
St. N.S.	75 0 0	1844						
St. N.S.	3 13 0	1846						
St. N.S.	20 0 0	1853						
St. N.S. 10	-	-	-	164 13 4	-	157 10 0	34 2 0	
St. N.S. 11	*97 0 0	1838	-	-	-	20 0 0	-	
St. N.S.	445 0 0	1856	-	-	-	-	4 9 0	
St. N.S. 2	-	-	1 12 8	16 5 0	-	1 5 0	5 11 0	
St. N.S. 10	252 0 0	1846	4 10 9½	50 10 0	-	60 10 0	34 8 0	
St. N.S.	45 0 0	1856						
St. N.S.	21 0 0	1856						
St. N.S. 3	200 0 0	1849	4 2 10½	-	-	265 18 4	20 16 0	
St. N.S.	82 0 0	1856						
St. N.S. 3	-	-	16 13 4½	188 0 0	-	657 6 8	114 1 0	
St. N.S. 10	763 0 0	1837	8 16 0	70 16 8	40 0 0	61 10 0	23 1 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Ref at a Int Sch
	Amount.	Date of Payment.						
STAFFORDSHIRE—cont.								
Stafford - B.S.	*150 0 0	1836						
Staffordshire (North), Church Schoolmasters' Association	- - -	- - -	5 0 0					
Stoke-upon-Trent - N.S. 11	- - -	- - -	10 19 3	108 8 4	86 13 4	641 13 6	60 9 0	
Stone - Par. 11	- - -	- - -	- - -	- - -	- - -	- - -	2 8 4	
Stone, Ch. Ch. - N.S. 11	147 0 0	1842	8 2 5	96 10 0	16 0 0	602 8 4	71 1 0	
" " - "	70 0 0	1845	- - -	- - -	- - -	- - -	- - -	
" " - "	2 7 0	1847	- - -	- - -	- - -	- - -	- - -	
" " - "	15 0 0	1855	- - -	- - -	- - -	- - -	- - -	
" " - "	180 0 0	1857	- - -	- - -	- - -	- - -	- - -	
Stone, St. Ann's	- - -	- - -	2 0 0	11 0 0	- - -	- - -	- - -	
Stowe, Lichfield, Endowed - Ch. S. 11	40 0 0	1855	1 14 9	23 18 4	- - -	124 6 8	- - -	
Stretton - N.S.	- - -	- - -	1 9 2	- - -	- - -	- - -	- - -	
Swynnerton - Ch. S. 11	- - -	- - -	- - -	5 16 8	- - -	- - -	- - -	
Talk-o'-the-Hill - N.S.	*a130 0 0	1834	- - -	- - -	- - -	- - -	- - -	
Tamworth - N.S. 3	90 0 0	1847	19 4 8	118 8 4	- - -	397 5 0	18 5 0	
" " - "	15 0 0	1847	- - -	- - -	- - -	- - -	- - -	
" " - "	27 5 0	1848	- - -	- - -	- - -	- - -	- - -	
" " - "	14 5 4	1851	- - -	- - -	- - -	- - -	- - -	
" " - "	60 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Tamworth (Sir R. Peel's), Endowed School - 1	- - -	- - -	7 7 10	80 0 0	- - -	210 0 0	- - -	
Tean - B.S. 12	- - -	- - -	13 10 0	125 8 4	25 0 0	472 6 8	111 10 10	
Tipton - Wes. 3	- - -	- - -	12 7 9	61 17 6	- - -	345 11 8	56 4 0	
Tipton, St. John's - N.S. 3	- - -	- - -	- - -	- - -	- - -	2 10 0	- - -	
Tipton, Great Bridge - Wes.	- - -	- - -	3 12 2	- - -	- - -	- - -	- - -	
Tipton Hall - N.S.	- - -	- - -	6 12 4	- - -	- - -	- - -	- - -	
Tipton, St. Paul's Ch. of E.	- - -	- - -	4 6 4	- - -	- - -	- - -	- - -	
Tittensor - N.S. 11	- - -	- - -	- - -	12 10 0	- - -	- - -	1 3 0	
Trent Vale - N.S. 11	85 0 0	1846	2 4 8	12 10 0	- - -	197 9 2	10 5 0	
" " - "	40 0 0	1852	- - -	- - -	- - -	- - -	- - -	
Tunstall - N.S. 11	*300 0 0	1850	5 10 6	76 15 0	- - -	696 1 8	30 4 0	
" " - "	30 0 0	1846	- - -	- - -	- - -	- - -	- - -	
" " - "	40 0 0	1854	- - -	- - -	- - -	- - -	- - -	
Tunstall - Wes. 12	- - -	- - -	10 6 4	46 15 0	- - -	394 13 4	- - -	
Tutbury - Ch. S. 11	- - -	- - -	2 4 0	5 16 8	- - -	- - -	- - -	
Uttoxeter - N.S. 11	12 0 0	1846	2 7 8	82 1 8	- - -	226 8 4	39 13 0	
" " - "	8 12 0	1855	- - -	- - -	- - -	- - -	- - -	
" " - "	250 0 0	1855	- - -	- - -	- - -	- - -	- - -	
Walsall, Blue Coat - N.S. 3	- - -	- - -	9 13 5	92 1 8	- - -	484 5 0	29 17 0	
Walsall, St. Matthew's - N.S.	173 0 0	1836	- - -	- - -	- - -	- - -	- - -	
Walsall, St. Peter's - N.S. 4	81 0 0	1840	25 18 11	- - -	- - -	- - -	10 1 0	
" " - "	30 0 0	1854	- - -	- - -	- - -	- - -	- - -	
Walsall, St. Mary's - R.C. 7	- - -	- - -	5 7 2	61 16 3	- - -	212 14 7	23 1 2	
Walsall Wood - N.S. 3	60 0 0	1846	1 9 11	- - -	- - -	- - -	15 16 0	
" " - "	10 0 0	1854	- - -	- - -	- - -	- - -	- - -	
Wednesbury, St. Bartholomew's - N.S. 3	180 0 0	1843	9 10 2	123 11 8	- - -	809 16 8	17 18 0	
" " - "	30 0 0	1844	- - -	- - -	- - -	- - -	- - -	
" " - "	20 0 0	1845	- - -	- - -	- - -	- - -	- - -	
" " - "	12 0 0	1845	- - -	- - -	- - -	- - -	- - -	
Wednesbury, St. James' - N.S. 4	350 0 0	1845	4 4 1	148 5 0	- - -	407 10 10	22 10 0	
" " - "	7 6 0	1846	- - -	- - -	- - -	- - -	- - -	
Wednesbury, St. John's - N.S. 4	321 0 0	1840	16 8 4	135 3 4	- - -	449 1 8	22 16 0	
" " - "	10 0 0	1851	- - -	- - -	- - -	- - -	- - -	
" " - "	5 5 0	1852	- - -	- - -	- - -	- - -	- - -	
" " - "	2 15 0	1853	- - -	- - -	- - -	- - -	- - -	
" " - "	46 0 0	1855	- - -	- - -	- - -	- - -	- - -	
Wednesbury - Wes. 2	- - -	- - -	5 16 3	82 0 10	- - -	261 16 8	6 12 0	
Wednesfield - N.S.	519 0 0	1857	3 6 8	- - -	- - -	- - -	- - -	
Wednesfield - B.S.	*75 0 0	1837	- - -	- - -	- - -	- - -	- - -	
Wetley Rocks - N.S.	120 0 0	1843	1 0 3	- - -	- - -	- - -	- - -	
" " - "	8 8 0	1846	- - -	- - -	- - -	- - -	- - -	
Wiggington - N.S.	- - -	- - -	1 16 0	- - -	- - -	- - -	- - -	

a Being one-third of a grant towards erecting this school, in conjunction with two others, in the parish, viz., "Audley Village" girls' school, and "Almager's Bank" (now called "Chesterton").

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
STAFFORDSHIRE—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Beal, Holy Trinity . . . N.S. 4	- - -	- - -	8 8 4	43 5 0	- - -	84 5 0	36 5 0	- - -
Beal, St. Giles' . . . N.S. 4	351 0 0	1855	3 4 2	51 5 0	- - -	137 19 2	23 9 0	- - -
Beal, Little . . . B.S. 150 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Beal, . . . Wes. 3	- - -	- - -	6 8 4	16 5 0	- - -	53 6 8	12 3 0	- - -
Beal, Primitive Methodist School . . .	*125 0 0	1838	- - -	- - -	- - -	- - -	- - -	- - -
Beal, Holy Trinity . . . N.S. 60 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Banton . . . N.S. 12	150 0 0	1841	4 1 3	23 15 0	- - -	179 7 6	54 1 0	- - -
Beal, . . . " . . .	51 15 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Berhampton, St. George's . . . N.S. 3	554 0 0	1845	20 5 9	87 13 4	22 18 4	162 3 4	96 1 0	- - -
Berhampton, St. James' . . . N.S. 300 0 0	1845	- - -	5 3 8	- - -	- - -	- - -	- - -	- - -
Beal, . . . " . . .	63 15 0	1857	- - -	- - -	- - -	- - -	- - -	- - -
Berhampton, St. John's . . . N.S. 3	*200 0 0	1834	6 18 10	96 8 4	- - -	300 13 4	- - -	- - -
Berhampton, St. John's . . . N.S. 325 0 0	1850	- - -	6 8 6	- - -	- - -	- - -	- - -	- - -
Berhampton, St. John's . . . N.S. 4	401 0 0	1847	3 13 4	- - -	- - -	- - -	3 18 0	- - -
Berhampton, St. John's . . . N.S. 3	200 0 0	1852	6 17 0	53 13 4	- - -	64 13 4	10 3 0	- - -
Berhampton, St. John's . . . N.S. 4	150 0 0	1848	22 0 5	255 10 0	- - -	913 10 10	15 7 0	- - -
Beal, . . . " . . .	243 10 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
Berhampton, St. John's Collegiate Church . . . N.S. 3	547 0 0	1847	7 12 11	112 1 8	- - -	581 16 8	21 8 0	- - -
Beal, . . . B.S. 11 12 0	1848	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Berhampton . . . B.S. *500 0 0	1837	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Berhampton, Snow Hill Congregational S. . . 2	- - -	- - -	6 0 10	73 9 2	- - -	170 10 0	13 7 0	- - -
Berhampton, St. John's . . . R.C. 7	- - -	- - -	4 3 4	49 10 0	- - -	41 5 0	12 15 6	- - -
Berhampton, St. John's and St. George's, Girls' . . . R.C. 7	180 0 0	1856	15 9 8	148 16 8	33 6 8	675 15 0	17 13 4	- - -
Berhampton, St. Peter and St. Paul's . . . R.C. 7	- - -	- - -	- - -	30 10 0	- - -	251 10 0	6 11 10	- - -
Berhampton, Wood School . . .	462 15 0	1853	5 31 4	- - -	- - -	- - -	- - -	- - -
Beal, . . . N.S. 3	53 0 0	1844	1 17 2	24 8 4	42 10 0	68 13 4	93 2 0	- - -
Beal, . . . " . . .	19 7 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Beal, . . . " . . .	50 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Beal, . . . " . . .	54 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Beal, . . . N.S. 2	- - -	- - -	2 1 5	17 10 0	- - -	- - -	- - -	- - -
SUFFOLK.								
Borough . . . N.S. 8	- - -	- - -	1 1 7	125 8 4	- - -	368 8 4	51 18 0	- - -
Bingham . . . N.S. 40 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Bow . . . N.S. 114 0 0	1846	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Bury . . . N.S. 105 15 0	1853	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Chas . . . N.S. 10	*125 0 0	1839	2 2 5	86 10 0	- - -	23 15 0	9 0 0	- - -
Chas . . . " . . .	35 0 0	1836	- - -	- - -	- - -	- - -	- - -	- - -
Chas . . . B.S. *150 0 0	1838	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Chas . . . N.S. 3	- - -	- - -	2 3 4	66 0 0	- - -	109 3 4	19 13 0	- - -
Chas . . . N.S. 7	295 4 0	1854	- - -	51 13 4	- - -	- - -	10 15 0	- - -
Chas . . . Ch. S. 7	200 0 0	1853	5 5 3	30 0 0	- - -	52 10 0	23 11 0	- - -
Chas . . . " . . .	44 6 11	1854	- - -	- - -	- - -	- - -	- - -	- - -
Chas . . . N.S. 11	68 10 0	1851	2 0 1	- - -	- - -	- - -	4 7 0	- - -
Chas . . . N.S. 7	46 10 0	1842	- - -	7 10 0	- - -	26 9 2	- - -	- - -
Chas . . . " . . .	64 16 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Chas . . . N.S. 63 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Chas . . . Par. 123 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Chas . . . N.S. 80 0 0	1854	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Chas and Oakley . . . N.S. 3	- - -	- - -	1 18 0	- - -	- - -	- - -	4 11 0	- - -

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	Amount.	Date of Payment.						
SUFFOLK—cont.								
Bromeswell - N.S.	50 0 0	1847						
Bucklesham - N.S.	25 0 0	1846	1 0 0					
Bungay - B.S.	*150 0 0	1835						
Bungay - N.S. 10	*181 7 0	1835	3 17 0	83 6 8	-	243 0 10	23 0 0	
"	10 0 0	1846						
Bures, St. Mary's - N.S. 5	*58 0 0	1839	7 0 8½	67 10 0	69 11 8	298 10 0	87 7 0	
"	40 0 0	1843						
"	80 0 0	1845						
"	14 5 4	1882						
"	9 16 8	1853						
"	40 0 0	1855						
"	80 18 0	1857						
Burgh Castle - N.S.	24 0 0	1853	1 2 8					
Bury St. Edmund's, St. James' - N.S. 3	500 0 0	1855	5 19 11½	63 18 4	-	76 0 0	33 12 0	
Butley - N.S. 7	80 0 0	1843	1 12 7	-	-	-	4 0 0	
Capel, St. Mary's - N.S.	235 0 0	1856						
Carlton Colville - N.S.	60 0 0	1844						
"	4 10 0	1847						
Chelmondiston - N.S. 7	290 0 0	1857	4 14 11½	-	-	-	14 3 0	
Chevington - N.S.	144 0 0	1846						
Cockfield, Parish - N.S. 3	239 4 0	1857	1 9 10	-	-	-	2 1 0	
Copdock and Washbrook - N.S.	50 0 0	1842						
Cransford - N.S.	97 4 0	1855						
Dallinghoe and Charsfield - N.S. 9	146 0 0	1849	1 3 5	-	-	15 0 0		
Debenham - N.S.	*70 0 0	1835						
Erwarton - N.S.	*27 0 0	1839						
Freckenham - N.S. 10	30 5 0	1836	-	31 10 0	-	-	2 12 0	
Fressingfield - N.S. 10	113 0 0	1847	2 6 8½	55 10 0	-	30 0 0	13 14 0	
"	10 0 0	1856						
Fritton - N.S.	45 0 0	1845						
Gazeley - N.S.	54 0 0	1844						
Gorleston - N.S. 11	223 0 0	1841	4 1 4½	8 6 8	-	-	3 0 0	
"	50 0 0	1854						
Hadleigh - N.S. 7	174 0 0	1854	4 2 5	123 1 8	-	173 15 0	19 16 0	
Hadleigh - B.S. 4	*200 0 0	1837	5 6 0	46 5 0	-	131 13 4	68 9 0	
"	31 3 4	1855						
Halesworth - N.S. 10	9 0 0	1850	7 5 2½	348 15 0	-	821 10 10		
"	129 0 0	1855						
Harkstead - N.S.	60 0 0	1846						
Hawkedon - N.S.	30 0 0	1846						
Helmington - Ch. S. 8	-	-	8 1 5½	46 13 4	-	132 10 0	35 16 0	
Henley - N.S.	*42 0 0	1838						
Hepworth - N.S.	36 6 8	1833						
Hessett - N.S.	80 0 0	1846	1 9 4					
"	19 0 0	1856						
Hintlesham - N.S.	23 0 0	1841						
Hitcham - N.S. 7	-	-	2 1 2	15 0 0	-	15 0 0	12 6 0	
Holbrook - N.S. 7	-	-	-	-	-	-	6 12 0	
Hoo and Letheringham - N.S.	40 0 0	1844	0 17 2½					
Hopton - N.S. 3	258 18 0	1856	3 15 0	-	-	2 10 0		
Horningsheath - N.S. 3	-	-	-	59 10 0				
Ilkeshall, St. Margaret's - N.S.	30 0 0	1846	1 4 0½					
Ipswich, District - N.S. 8	-	-	4 12 11½	224 15 0	-	1,240 0 0	54 5 0	
Ipswich, Holy Trinity - N.S. 8	46 17 4	1854	3 14 8½	94 13 4	-	415 4 2	45 4 0	
"	2 0 0	1856						
Ipswich, Nottinge, Infants - N.S. 7	-	-	-	-	-	146 0 0		
Ipswich, St. Clement's and St. Helen's - N.S. 8	145 0 0	1843	24 0 11	300 3 4	-	1,557 11 8	65 7 0	
"	174 0 0	1846						
"	54 8 6	1852						
"	35 19 0	1853						
"	18 5 0	1857						
"	113 6 8	1857						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
WILTSHIRE—cont.								
St. Margaret's N.S.	8	172 0 0	1852	7 2 8	44 6 8	-	211 10 0	36 5 0
St. Matthew's (District) N.S.		454 0 0	1846	5 1 2				
" " " "		35 0 0	1852					
" " " "		35 0 0	1853					
" " " "		465 0 0	1857					
St. Peter's N.S.	8	-	-	16 0 3	165 8 4	83 6 8	1,473 15 0	42 0 0
" B.S.	4	406 7 3	1855	-	89 5 10	-	85 10 0	31 12 0
" " " "		68 12 9	1857					
" Wes.	4	-	-	12 5 11	181 10 0	-	525 1 8	14 19 0
" P.U.	1	-	-	-	-	-	62 10 0	
" N.S.		50 0 0	1841					
District N.S.	7	-	-	7 14 4	170 0 0	-	710 8 4	
St. Andrew's N.S.		37 0 0	1839					
" N.S.		100 0 0	1839					
" N.S.		100 0 0	1855					
" N.S.		80 0 0	1845					
" N.S.	8	202 0 0	1848	5 17 4	61 5 0	-	99 11 8	29 0 0
" " " "		12 3 6	1846					
St. John's N.S.	10	4 10 0	1846	3 2 0	34 13 4	-	276 10 0	4 19 2
" " " "		250 0 0	1854			-	296 3 4	5 11 0
St. John's N.S.	10	6 13 4	1850	4 5 9	89 7 8	-	296 3 4	5 11 0
" " " "		-	-	6 6 0	77 10 0	-	64 0 0	9 16 0
" " " "		-	-	4 11 8	-	-	156 0 10	
St. John's N.S.	10	115 0 0	1857					
St. John's N.S.	10	75 0 0	1846					
" " " "		4 11 6	1847					
West Row N.S.	3	45 2 4	1856	-	11 13 4	-	-	4 8 0
Sir H. Bunbury's Boys	3	-	-	-	100 10 0	-	172 13 4	15 2 0
Sir H. Bunbury's Girls	Ch. of E.	7	-	-	5 0 0	-	203 5 10	16 4 0
" " " "		-	-	3 0 6	21 5 0	-	28 0 0	19 16 3
" B.S.	4	-	-	-	-	-	-	-
" N.S.		50 0 0	1837					
" N.S.		50 0 0	1857					
St. Andrew's N.S.		-	-	3 1 8	20 0 0	-	62 16 8	16 8 0
St. Andrew's N.S.	3	-	-	-	-	-	-	-
St. Andrew's N.S.		37 0 0	1841					
St. Andrew's N.S.		32 0 0	1844					
St. Andrew's N.S.		47 16 0	1844					
St. Andrew's N.S.		100 0 0	1857					
St. Andrew's N.S.	10	120 0 0	1845	1 18 8	-	-	-	5 17 0
St. Andrew's N.S.	9	-	-	2 9 7	50 0 0	-	63 0 0	18 12 0
St. Andrew's N.S.		237 10 0	1854	1 14 6	-	-	-	3 15 0
St. Andrew's N.S.	1	80 0 0	1846	-	-	-	-	14 19 0
St. Andrew's N.S.	8	-	-	3 20 7	34 5 0	35 0 0	15 0 0	7 0 0
St. Andrew's N.S.		75 0 0	1850	-	-	-	-	9 5 0
St. Andrew's N.S.	8	-	-	3 1 8	-	-	3 6 8	9 5 0
St. Andrew's N.S.	10	66 0 0	1841	4 12 0	47 18 4	25 0 0	63 0 0	39 17 0
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" " " "		35 13 0	1848					
" " " "		65 0 0	1855					
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Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	G
	Amount.	Date of Payment.						
SUFFOLK—cont.								
Theberton - N.S.	£ 33 0 0	1839						
Thorndon Reformatory - N.S.	65 5 0	1851	1 11 4			32 10 0	1 10 0	75
Thrandeston - N.S.	80 0 0	1841						
Tuddenham - N.S.	70 0 0	1844						
Uggeshall - N.S.								
Walsham-le-Willows - N.S.	68 0 0	1840						
Walton-cum-Felix-tow - N.S.	51 0 0	1838	1 8 9					
Wangford and Henham - N.S.	70 0 0	1844						
Wattisham - N.S.	5 10 0	1847						
Welnetham, Great - N.S.	*20 0 0	1837						
Welnetham, Little - N.S.	48 15 0	1849					5 0 0	
Westhall - N.S.	18 1 8	1850						
Westleton - N.S.	27 0 0	1845						
Westleton - N.S.	273 12 0	1855	2 4 0					
Westleton - N.S.	125 0 0	1843	1 0 0					
" - N.S.	5 10 0	1846						
" - N.S.	46 0 0	1847						
Weybread - N.S.	75 0 0	1843						
Wickhambrook - N.S.	*40 8 0	1835						
Wickham Market - N.S.	77 0 0	1848						
Wickham Market - B.S.	*55 0 0	1835						
Wickham Skeith - N.S.	45 0 0	1845						
Wissett - N.S.	50 0 0	1845						
Witnesham (Swil-land) School - B.S.	175 0 0	1841					4 0 0	
Woodbridge - N.S.	*60 0 0	1839					4 0 0	
Woodbridge - N.S.	30 0 0	1851						
Woolpit - N.S.	*131 0 0	1835	0 14 2½					
Wrating, Little - N.S.	*65 0 0	1838	1 6 8				2 15 0	
Wrentham - B.S.	44 10 0	1837						
Yoxford - N.S.	*100 0 0	1837						
SURREY.								
Albury - N.S.	*60 0 0	1834						
Bankside, Boys - R.O.			3 0 0			33 15 0	11 2 0	
Bankside, Great Guildford Street, Girls - R.O.			8 18 4	7 10 0		81 16 8	13 15 0	
Barnes - N.S.			2 18 2½	13 10 0		103 2 6		
Battersea, Boys, Practising School - N.S.	200 0 0	1843	7 12 11½			330 11 8		
Battersea, Girls and Infants - N.S.	351 0 0	1851	9 17 10½	31 5 0		590 10	6 5 0	
Battersea Fields, St. George's - N.S.	1550 0 0	1857	5 2 2½	46 10 0		84 10 0	13 0 0	
Battersea Grove - B.S.				12 10 0		1 5 0	4 10 0	
Beddington and Wallington - N.S.	160 0 0	1844	3 1 2½			348 10 0		
Bermondsey, Ch. Ch. - N.S.	300 0 0	1850	6 6 9	51 5 0		136 6 8	14 4 0	
Bermondsey, St. James' (Spa Road) - N.S.	400 0 0	1842	6 10 2½	140 13 4		471 11 8	16 5 0	
" - N.S.	18 0 0	1857						
Bermondsey, St. Mary's, (Grange Walk) - N.S.	156 15 0	1854						
Bermondsey, St. Paul's - N.S.	300 0 0	1850	9 8 4½	50 18 4		89 0 0	43 7 2	
Bermondsey (Star Corner) - N.S.			7 9 10½	131 13 4	88 6 8	324 0 0	23 5 0	
Bermondsey (Great George St.) - B.S.	*225 0 0	1835						
Bisley - N.S.	70 0 0	1847				377 4 0		
Blackfriars Road, Ch. Ch. (Green Walk) - N.S.	*223 0 0	1837						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants for Refectory and Industrial Schools.
	Amount.	Date of Payment.						
SURREY—cont.								
Ditton, Thames - N.S. 4	86 0 0	1847	3 6 84	7 10 0	-	18 10 0	-	-
Dorking - B.S. 5	130 0 0	1843	1 19 3	5 0 0	-	5 0 0	-	-
Dulwich (East) and Peckham Rye - N.S. 11	-	-	-	23 10 0	-	-	-	-
Effingham - N.S. 12	235 0 0	1857	3 12 11	68 15 0	-	324 0 0	16 6 0	-
Elstead - N.S. 4	92 0 0	1850	1 0 4	-	-	-	5 17 0	-
Englefield Green - N.S. 7	-	-	4 1 7	-	-	154 6 8	-	-
Epsom - N.S. 12	10 13 4	1840	6 6 34	161 13 4	-	237 13 4	-	-
Ewell - N.S. 12	-	-	8 7 24	50 18 4	-	277 10 0	25 3 3	-
Ewhurst - N.S. 3	125 0 0	1847	1 6 74	481 13 4	-	24 15 10	-	-
Farnham - N.S. 6	-	-	7 7 64	100 13 4	-	503 5 0	16 19 0	-
Farnham - B.S. 5	*100 0 0	1835	-	-	-	-	-	-
Fetcham - Ch.S. 12	-	-	-	36 6 8	-	-	8 7 0	-
Godalming - N.S. 5	265 0 0	1843	2 13 4	116 8 4	-	633 5 0	47 14 2	-
Godalming - B.S. 6	31 0 0	1846	-	-	-	-	-	-
Godstone - N.S. 9	558 0 0	1855	5 0 104	11 5 0	-	12 10 0	13 5 0	-
Godstone - N.S. 9	-	-	5 0 04	37 2 6	-	154 10 0	43 13 11	14 1
Guildford, St. Mary's and Trinity - N.S. 5	47 0 0	1852	4 0 2	65 0 0	-	178 16 8	7 9 6	-
Guildford, St. Nicholas' - N.S. 5	13 15 0	1855	6 6 04	12 6 8	-	161 10 10	6 13 0	-
Guildford - B.S. 5	*100 0 0	1837	1 0 3	30 0 0	-	55 16 8	3 19 0	-
Guildford, Church Schoolmasters' Association - N.S. 7	*90 0 0	1839	1 12 64	-	-	-	-	-
Ham - N.S. 7	100 0 0	1846	3 12 10	-	-	100 0 0	-	-
Hatcham, St. James' - N.S. 12	500 0 0	1852	3 2 10	-	-	10 0 0	-	-
Hersham - N.S. 4	45 0 0	1842	-	6 13 4	-	-	-	-
Holmwood - N.S. 4	90 0 0	1845	-	-	-	-	-	-
Holmwood - N.S. 4	95 0 0	1854	-	-	-	-	-	-
Horley Row - N.S. 5	*115 0 0	1835	-	-	-	-	-	-
Horsell - N.S. 5	134 0 0	1852	1 0 0	5 0 0	-	25 10 0	29 6 0	-
Kennington, East (Bolton Street) - N.S. 6	303 0 0	1846	3 0 1	62 6 8	-	121 8 4	13 9 0	-
Kennington, The Oval - N.S. 12	-	-	14 10 54	105 13 4	130 10 8	998 8 4	-	-
Kennington, Regency Place - N.S. 4	143 3 4	1852	4 3 4	3 15 0	-	-	-	-
Kew, Queen's School - N.S. 6	-	-	-	40 0 0	-	-	13 4 4	-
Kingston-on-Thames, Public Free School - N.S. 12	-	-	7 8 04	-	-	595 13 4	-	-
Kingswood - Ch.S. 12	-	-	-	20 0 0	-	15 0 0	10 16 0	-
Lambeth, All Saints' - Ch.S. 9	200 0 0	1835	-	-	-	-	-	-
Lambeth (Archbishop Tenison's), Girls - N.S. 12	29 0 0	1857	3 6 7	10 1 8	-	29 0 0	-	-
Lambeth Reformatory, Belvidere Crescent - N.S. 6	-	-	-	-	-	-	-	-
Lambeth, Free Evening S. - N.S. 5	42 14 0	1850	-	-	-	-	-	-
Lambeth, Holy Trinity - N.S. 5	450 0 0	1852	2 12 04	5 0 0	-	-	9 17 8	-
Lambeth (South), Spring Grove - N.S. 12	130 0 0	1844	3 1 74	50 6 8	-	151 10 0	0 12 0	-
Lambeth, St. Barnabas' - N.S. 3	300 0 0	1850	7 12 0	130 0 0	25 0 0	374 13 4	19 10 10	-
Lambeth, St. John's (Waterloo Road) - N.S. 9	-	-	610 0 0	-	-	c2 0 0	-	-
Lambeth, St. Mary's - Par. 12	*200 0 0	1837	6 12 24	16 5 0	16 13 4	61 5 0	15 15 0	-
" - N.S. 12	43 0 0	1856	-	-	-	-	-	-
" - N.S. 12	17 4 0	1857	-	-	-	-	-	-
Lambeth, St. Mary's District Chapel - N.S. 12	-	-	13 11 0	75 5 0	-	78 3 4	13 7 0	-
Lambeth, St. Thomas' - N.S. 12	-	-	6 4 04	22 13 4	-	-	7 10 0	-

a Retiring pension.

b Scientific apparatus.

c Drawing gratuity.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupils-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
SUMMARY—cont.								
ash (George Street) B.S.	2	-	£ 11 9	-	-	148 10 0	5 2 0	
ash Chapel (China B.S.)	2	-	16 5 9	198 8 4	-	1,401 11 8	24 15 0	
ash, Nerwood P.U.	4	-	-	-	-	22 10 0	-	
ashhead	12	1839	£ 14 2½	68 15 0	-	273 15 0	-	
ash	-	1847	-	-	-	-	-	
ash	-	1846	-	-	-	-	-	
ash	-	1880	-	-	-	-	-	
ash	8	-	-	-	-	-	1 14 0	
ash	4	-	-	£ 3 10 0	-	23 19 2	5 8 0	
ash	9	-	-	-	-	-	10 1 6	
ash	-	1889	-	-	-	-	-	
ash, Metropolitan (South)	-	-	-	-	-	-	-	
ash, Union B. P.U.	7	-	-	-	-	54 0 0	-	
ash	-	1844	£ 0 0 0	-	-	-	-	
ash	9	1838	£ 0 0 0	205 0 0	20 0 0	885 5 0	90 11 2	
ash	5	1839	£ 0 0 0	80 16 8	-	-	13 16 0	
ash (West)	-	-	-	88 15 0	-	87 10 0	-	
ash	9	-	-	99 16 8	-	578 18 4	68 10 4	
ash	-	1887	-	-	-	5 0 0	-	
ash	-	1848	-	-	-	-	-	
ash	-	1844	-	-	-	-	-	
ash	-	1844	-	-	-	-	-	
ash	-	1846	-	-	-	-	-	
ash, St. Mary's R.C.	8	-	£ 4 2	40 0 0	-	33 10 0	24 5 0	
ash, St. Mary's	-	-	-	-	-	-	-	
ash	7	1888	£ 0 0 0	133 18 4	79 3 4	517 2 6	-	
ash, Trinity	9	1848	£ 18 18 2½	107 0 0	-	667 10 0	23 18 4	
ash	-	1840	-	-	-	-	-	
ash	12	1888	£ 1 0 10	31 13 4	-	31 10 0	-	
ash, Central Lom-	-	-	-	-	-	-	-	
ash, District S. P.U.	8	-	£ 3 5 4½	-	-	637 8 4	-	
ash, St. Luke's	12	-	£ 3 6 8½	18 9 2	-	-	-	
ash	-	1840	-	-	-	-	-	
ash, Industrial	5	-	£ 9 6 4½	98 10 0	25 0 0	190 1 8	21 8 0	96 18 0
ash	3	-	£ 8 0 10½	28 10 0	-	432 0 0	-	
ash, St. Mary	-	-	-	-	-	-	-	
ash	9	1887	£ 7 14 2½	8 15 0	-	-	-	
ash	2	-	£ 13 4	50 17 6	-	16 5 0	14 0 0	
ash, Infant	12	1884	£ 8 2 10½	96 17 6	-	187 6 8	38 10 4	
ash	-	1885	-	-	-	-	-	
ash, Reformatory	3	-	-	-	-	-	-	901 11 8B
ash, St. John's	9	1846	£ 6 1 7½	145 16 8	-	248 8 4	31 6 4	
ash	-	1856	-	-	-	-	-	
ash	-	1857	-	-	-	-	-	
ash	9	1858	£ 1 18 2½	56 13 4	-	90 3 4	24 7 1	
ash	12	-	-	23 0 0	-	70 0 0	-	
ash, St. John's	12	1844	£ 3 10 5½	-	-	56 13 4	5 16 8	
ash	-	1852	-	-	-	-	-	
ash, (Clarence	-	-	£ 8 0 0	-	-	-	-	
ash, Infant	-	-	-	-	-	-	-	
ash, St. Eliza-	-	-	£ 1 17 6	58 6 8	-	15 0 0	-	
ash	8	-	£ 6 9 7½	127 0 0	-	5 0 0	32 13 8	
ash	5	1847	-	-	-	-	-	
ash, Amicable	-	-	£ 5 18 0	61 13 4	-	854 15 10	9 18 0	
ash, Society School	6	-	-	-	-	-	-	
ash, Ch. Ch. N.S.	-	1848	-	-	-	-	-	
ash, Green S.	-	-	-	-	-	-	-	
ash, (Clarence Street)	3	1846	£ 5 10 4	92 16 8	-	482 3 4	11 7 0	
ash	-	1846	-	-	-	-	-	
ash, Holy	-	-	-	-	-	-	-	
ash	12	1846	£ 11 18 4	40 8 4	27 10 0	160 11 8	40 15 6	
ash	-	1847	-	-	-	-	-	
ash	-	1897	-	-	-	-	-	
ash, Evening S. N.S.	-	-	-	-	-	10 0 0	-	
ash, St. Mary's	-	-	-	-	-	-	-	
ash, (St. Paul's	7	1887	£ 17 16 4	51 13 4	-	1,478 18 4	45 1 4	
ash	-	1887	-	-	-	-	-	
ash	-	1898	-	-	-	-	-	
ash, St. Paul's	-	-	-	-	-	-	-	
ash, (St. Paul's	12	1887	£ 8 2 8	-	-	800 16 8	10 7 0	

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Relief at a Night School.
	Amount.	Date of Payment.						
SURREY—cont.								
Rotherhithe (Silver Street) - B.S.	*160 0 0	1837						
Seal and Tongham - N.S.	105 0 0	1850						
Send - N.S.	235 10 6	1853						
Shalford - N.S.	5 481 4 0	1856		5 0 0		6 1 0		
Shere - N.S.	100 0 0	1846						
Southwark, St. George the Martyr's - N.S.	3 *235 0 0	1839	28 10 11	195 5 0		711 0 10		
" " - N.S.	86 0 0	1846	219 12 8					
" " - N.S.	26 13 4	1850						
Southwark, St. George's - R.C.	-	-	2 18 0					
Southwark, St. Jude's - N.S.	5	-	17 17 12	60 8 4		338 3 4	28 1 8	
Southwark, St. Mary's - N.S.	12	405 0 0	1846	28 0 10	197 16 8	1,443 1 8	20 16 0	
Southwark, St. Paul's - Ch. of E.	12	183 0 0	1846	28 12 4				
Southwark, St. Paul's - Ch. of E.	12	400 0 0	1855	8 0 0	12 15 0		7 9 0	
Southwark, St. Peter's - N.S.		312 0 0	1846	216 6 0				
Southwark, St. Stephen's - N.S.		306 0 0	1850					
Southwark, St. Stephen's - N.S.		18 7 5	1857					
Southwark Chapel - Wes.	2	-	18 0 5	128 3 4		260 1 8	18 19 0	
Southwark, House of Occupation School - N.S.	11	-	-	50 0 0		2 2 0 0		
Stockwell, (Chapel Street) - N.S.	1	-	10 0 10	40 10 0		420 0 0	17 14 0	
Stockwell, St. Michael's, Ingleson Street, Infants - N.S.	7	-	-	3 15 0				
Stockwell, St. Michael's - N.S.	7	400 0 0	1846	16 12 10	151 3 4	37 10 0	1,111 10 0	11 16 0
" " - N.S.		50 0 0	1854	210 11 10				
" " - N.S.		85 0 0	1857					
Stoke "next" Guildford - Ch. of E.		519 0 0	1857					
Streatham - N.S.	7	-	3 3 8	40 10 0		420 0 0	19 17 7	
Streatham, Ch. Ch. - N.S.	5	-	6 19 0	22 10 0		39 10 0	22 10 0	
Surbiton - N.S.	1	271 0 0	1840	4 0 0	112 10 0	25 0 0	100 0 0	8 8 0
Surbiton - N.S.		320 0 0	1857					
Surrey (North), District School - P.U.	5	-	-	-	-	270 1 8		
Sutton - N.S.		400 0 0	1855					
Tandridge, Oxted, and Godstone - N.S.	3	-	-	12 0 0		178 12 4		
Thorpe - N.S.	12	84 0 0	1847	1 12 4	83 15 0		8 0 0	
Tooting (Drouett's Pauper School) - N.S.		-	-	-	-	3 2 6		
Tooting, Parochial, Infants - Ch. of E.	6	492 0 0	1855	-	20 0 0	26 5 0	8 18 0	
Tooting, Lower, Parochial - Ch. of E.	5	-	-	4 4 6	197 0 0	387 10 0	10 9 0	
Thursley - N.S.		16 2 0	1857					
Vauxhall Walk - Wes.	2	-	0 11 8	28 15 0		681 0 0	10 3 0	
Virginia Water - N.S.	11	108 0 0	1844	12 10 0				
Walworth, Beresford - N.S.		-	-	4 12 8	8 15 0	126 15 0		
Walworth, Episcopal Chapel St. - N.S.	4	-	-	7 14 11	70 6 8	777 14 0	28 5 10	
Walworth, St. Peter's - N.S.	9	408 10 0	1853					
Walworth (Mount Street) - B.S.		*20 0 0	1839					
Wandsworth, Bridge House Reformatory - N.S.	4	*50 0 0	1836					
Wandsworth, Point Pleasant - B.S.	2	75 0 0	1857	3 12 0	18 5 0	3 12 4		

* Scientific apparatus.

δ Drawing gratuity.

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	Amount.	Date of Payment.						
SURREY—cont.								
Widworth (Summer's Bn), Infants - N.S.	43 10 0	1853						
Widworth, Summer's Bn, St. Mary's Ch. of H. 5	-	-	3 1 8½	-	-	15 0 0	1 19 0	
Widworth, Family								
Widworth, N.S. 3			0 13 4					
Widworth, N.S. 12	500 0 0	1854	6 13 4½	66 5 10		83 0 0	38 14 0	71 2 2R
Widworth, Trade's School			8 10 5	13 15 0		118 15 0	26 11 0	
Widworth, N.S. 11				16 13 4		29 0 0		
Widworth, N.S. 23	750 0 0	1836	4 10 11½	90 12 6		269 8 8		
Widworth, N.S. 4						15 0 0		
Widworth, N.S. 4	200 0 0	1840	2 7 8				23 7 0	
Widworth, St. John's Ch. of H. 4	190 0 0	1836		5 0 0				
Widworth, N.S. 5	500 0 0	1846	2 14 3	5 0 0		5 0 0	7 1 0	
Widworth, N.S. 3	45 0 0	1841	2 14 6½			37 10 0		
Widworth, N.S.	30 0 0	1849						
Widworth, N.S.	150 0 0	1856						
Widworth, N.S. 1			1 10 8½					
SUSSEX.								
Widworth, N.S.	53 0 0	1844						
Widworth, N.S.	58 10 0	1845						
Widworth, Free School B.S. 8			10 12 9½	34 15 0		501 8 4	14 12 0	
Widworth, (Church Bn)								
Widworth, N.S.	46 0 0	1842						
Widworth, N.S.	204 0 0	1847	5 15 6½	17 10 0				
Widworth, N.S.	53 0 0	1846						
Widworth, N.S.	106 0 0	1854						
Widworth, N.S. 9				5 0 0			5 17 0	
Widworth, N.S.	127 0 0	1850						
Widworth, N.S.	35 0 0	1850						
Widworth, N.S.	30 0 0	1855						
Widworth, N.S.	85 0 0	1843						
Widworth, N.S.	46 0 0	1845						
Widworth, (Central) N.S. 12	110 0 0	1849	5 16 3½	145 0 0	19 15 10	336 9 2	34 15 0	
Widworth, Ch. Ch. - N.S. 12			7 17 1½	145 13 4		240 0 10		
Widworth, (Chichester Bn) Female Practising School	12	1855	5 0 0	126 5 0		355 11 8		
Widworth, (Kent Town) N.S. 12			5 5 10½	30 5 0		6 18 5		
Widworth, (Kent's Court), Infants - N.S.	75 0 0	1837						
Widworth, (Spa and Crescent Street), Infants School	12	1857	8 7 9½	86 2 4		380 15 0		
Widworth, St. John's N.S. 12	500 0 0	1847	19 11 8½	261 14 2		1,306 18 4		
Widworth, N.S.	51 10 0	1854						
Widworth, N.S.	110 0 8	1854						
Widworth, St. John's R.C.			2 15 0½					
Widworth, St. Mary's R.C. 3			3 14 4½	66 5 0		133 10 8	7 12 0	
Widworth, St. Nicholas' Ch. of H. 12				23 13 4		152 0 0	25 13 4	
Widworth, St. Paul's N.S. 12				12 10 10				
Widworth, St. Stephen's N.S. 12	151 0 0	1856	3 6 8	5 0 0				
Widworth, (Warwick Street) N.S. 12	50 0 0	1842	10 15 6½	305 17 6		826 0 0	28 8 1	
Widworth, (North Lane) B.S.	300 0 0	1837						
Widworth, (North Lane) N.S. 7				14 2 4				
Widworth, Royal (Eastern Road) B.S. 3			5 12 8½	124 13 4		265 9 2		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certified Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Refectory and Industrial Schools.
	Amount.	Date of Payment.						
SUSSEX—cont.								
Brighton (Middle St.) Union Charity - B.S.	*250 0 0	1833						
Brighton and Sussex Church Schoolmaster's Association			10 0 0					
Brightling - N.S.	158 0 0	1857						
Broadwater - N.S.	80 0 0	1840						
Burpham - N.S.	25 0 0	1840						
Burwash - N.S. 5	218 0 0	1847	19 10 14	117 10 0	-	688 15 0	85 15 8	
Bury - N.S.	7 1 8	1850						
Catsfield - N.S. 9	90 0 0	1848		25 0 0	-	17 1 8	10 8 0	
Catsfield - N.S.	125 0 0	1845						
Chailey - N.S. 11	12 15 4	1857						
Chailey - N.S.	350 0 0	1855					26 3 0	
Chichester (Central) N.S. 9	-	-	13 2 4	245 5 0	-	1,399 0 0	32 1 8	
Chichester, St. Pancras', Infants - N.S.	100 0 0	1843	10 0 0					
Chichester (Little London) - B.S.	198 0 0	1848						
Chichester (Tower Street) - B.S. 8	84 3 4	1853	6 6 104	113 11 8	14 11 8	1,238 11 8	60 5 0	
Chiddingley - N.S.	80 0 0	1850	0 13 11					
Clayton and Keymer N.S.	*50 0 0	1839						
Compton and Upmarden - N.S.	90 0 0	1848	2 5 84					
Crowborough - N.S.	60 0 0	1840						
Cuckfield and Balcombe - N.S. 5	160 0 0	1846		11 13 4	-	5 0 0	1 17 11	
Dallington - N.S. 9	35 0 0	1854		21 0 0	-		5 19 2	
Ditchling - N.S.	*75 0 0	1833						
Eastbourne - N.S. 9	64 0 0	1855	10 14 6	106 12 6	-	376 1 8	63 0 0	
Eastergate - N.S.	*50 0 0	1838						
Elsted - N.S.	*34 0 0	1838						
Elmer - N.S. 13	140 0 0	1846		66 5 0	-		66 18 8	
Firle, West - N.S. 8	84 0 0	1846	2 2 84	36 0 0	-	98 15 0		
Fletching - N.S. 4	169 10 0	1852		16 11 8	-	20 16 8	5 4 0	
Flimwell - N.S.	67 0 0	1854	1 2 7					
Forest Row - N.S. 3	*65 0 0	1837	5 6 11	151 5 0	-	214 6 8	77 17 0	
Framfield - N.S.								
Frankham - Ch. of E. 5						3 6 8		
Frant (Free) - N.S. 5			5 1 54	81 16 8	-	297 1 8		
Glynde - N.S. 12				26 10 0	-		21 1 0	
Hadlow Down - N.S. 5	*75 0 0	1838	4 5 114	30 0 0	-	349 15 0	19 14 0	
Hadlow Down - N.S.	60 0 0	1850						
Hailsham - N.S. 9			1 13 4	21 5 0	-	17 1 8	15 4 5	
Halton, St. Clement's N.S. 8			5 7 34		-	159 17 6		
Hampnett, West - P.U. 10						10 0 0		
Hartfield - N.S. 4	100 0 0	1842	4 1 114	38 0 0	-	168 15 0	12 6 8	
Hastings - Par.	8 10 0	1854						
Hastings, All Saints' and St. Clement's N.S. 9	*230 0 0	1836						
" " " N.S. 8	213 3 4	1833	21 5 74	121 18 4	75 0 0	1,025 14 2	68 4 2	
" " " N.S. 8	200 0 0	1855						
" " " N.S. 8	185 0 0	1836						
Hastings, St. Mary's N.S. 9	166 0 0	1841	15 11 8	77 0 0	-	756 8 4	36 7 8	
Hastings - B.S.	*250 0 0	1836						
Hawkenbury - Ch.S. 4				2 10 0	-			
Hellingley - N.S. 9	170 0 0	1845	6 2 54		-	228 2 4	16 14 0	
Henfield - N.S. 12	53 0 0	1845		29 3 4	-	40 15 8	9 2 8	
Herstmonceux - N.S. 7			2 3 114	37 10 0	-	97 18 4		
Hoathley, West - N.S.	45 0 0	1844						
" " - N.S.	15 0 0	1854						
Hooe - N.S.	23 0 0	1846						
Horsham - N.S. 4			2 0 0		-	29 0 0		
Hove - N.S.	58 0 0	1844						

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
SUSSEX—cont.								
Warbleton - - - N.S.	£ 50 0 0	1833						
Warnham - - - N.S. 5	*74 0 0	1851	- - -	39 0 0	- - -	53 0 0	- - -	- - -
Wartling - - - N.S. 5	- - -	- - -	1 17 6½	21 16 8	- - -	17 10 0	23 4 6	- - -
Westbourne - - - N.S. 7	*90 0 0	1837	5 0 0	95 0 0	- - -	508 10 5	22 4 6	- - -
Westmeston - - - N.S. 8	- - -	- - -	- - -	40 0 0	- - -	- - -	10 10 0	- - -
Withyham, St. John's - - - N.S. 3	- - -	- - -	1 16 7½	- - -	- - -	35 0 0	- - -	- - -
Withyham, St. Michael's - - - N.S. 3	- - -	- - -	3 4 6	114 1 8	- - -	71 13 4	14 18 6	- - -
Worthing - - - N.S.	*100 0 0	1835	- - -	- - -	- - -	- - -	- - -	- - -
Worthing - - - Wes. 6	- - -	- - -	1 4 8½	11 0 0	- - -	37 10 0	- - -	- - -
WARWICKSHIRE.								
Alcester - - - N.S. 7	100 0 0	1844	4 2 8½	- - -	- - -	346 13 9	86 1 0	- - -
" - - - " - - -	6 18 6	1850	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	17 0 0	1854	- - -	- - -	- - -	- - -	- - -	- - -
Allesley, Reformatory - - - 11	- - -	- - -	- - -	- - -	- - -	- - -	- - -	75 1
Aston, Infants - - - N.S. 7	351 0 0	1856	4 3 4½	6 0 0	- - -	- - -	5 7 6	- - -
Atherstone, Boys' Free School - - - 8	150 0 0	1842	- - -	- - -	- - -	104 16 8	16 15 0	- - -
" - - - " - - -	140 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	51 8 6	1856	- - -	- - -	- - -	- - -	- - -	- - -
Atherstone - - - N.S.	31 1 10	1856	3 7 2	- - -	- - -	- - -	- - -	- - -
Attleborough - - - N.S. 7	236 0 0	1840	4 12 8½	62 10 0	- - -	227 10 0	24 18 0	- - -
" - - - " - - -	6 13 4	1855	- - -	- - -	- - -	- - -	- - -	- - -
Bentley - - - N.S. 7	- - -	- - -	2 5 7	78 7 6	- - -	233 7 6	46 1 0	- - -
Bidford - - - N.S. 8	50 0 0	1846	6 2 3½	- - -	- - -	209 15 0	20 6 0	- - -
" - - - " - - -	19 10 0	1854	- - -	- - -	- - -	- - -	- - -	- - -
Birmingham, All Saints' - - - N.S. 10	616 0 0	1844	3 6 8	53 15 0	- - -	32 10 0	7 10 0	- - -
Birmingham (Bishop Eyder's) - - - N.S. 7	450 0 0	1842	2 14 3½	- - -	- - -	14 0 0	- - -	- - -
" - - - " - - -	13 13 3	1845	- - -	- - -	- - -	- - -	- - -	- - -
Birmingham, Ch. Ch. (Pinfold Street) - - - N.S.	*400 0 0	1837	- - -	- - -	- - -	- - -	- - -	- - -
Birmingham, Ch. Ch. (Ryland Street North) - - - N.S.	196 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
Birmingham, St. Bartholomew's - - - N.S. 8	*150 0 0	1834	4 0 13	- - -	- - -	- - -	37 1 0	- - -
" - - - " - - -	115 0 0	1840	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	237 10 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - - Night S.	- - -	- - -	- - -	- - -	- - -	13 4 0	- - -	- - -
Birmingham, St. George's (Russell Street) - - - N.S. 8	*300 0 0	1834	21 16 11½	196 18 4	33 6 8	869 4 2	77 18 0	- - -
" - - - " - - -	230 0 0	1843	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	200 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	100 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	8 11 8	1852	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	45 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Birmingham, St. Luke's (Edgbaston) - - - N.S. 8	370 0 0	1843	17 13 9½	87 19 2	89 15 10	841 0 10	12 10 0	- - -
" - - - " - - -	133 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	46 1 6	1846	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	12 16 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
" - - - " - - -	13 6 8	1850	- - -	- - -	- - -	- - -	- - -	- - -
Birmingham, St. Luke's, (Macdonald, Street) - - - N.S. 8	177 0 0	1850	6 5 0½	5 16 8	- - -	72 18 4	- - -	- - -
Birmingham, St. Mark's (Helena Street) - - - N.S.	89 10 0	1850	1 10 6	- - -	- - -	- - -	- - -	- - -
Birmingham, St. Mark's (St. Mark's Street) - - - N.S. 8	402 0 0	1844	11 6 13	52 5 0	- - -	799 13 4	42 9 0	- - -
" - - - " - - -	12 16 4	1849	- - -	- - -	- - -	- - -	- - -	- - -

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		Amount.	Date of Payment.						
WARWICKSHIRE—cont.		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birmingham, St. Mary's N.S.	7	750 0 0	1846	11 1 7½	120 0 0	-	391 10 10	40 11 0	
Birmingham, St. Matthew's - N.S.	8	691 0 0	1841	3 5 8	27 6 8	-	8 15 0	10 11 0	
" " - N.S.		56 10 0	1846						
" " - N.S.		5 19 0	1846						
Birmingham, St. Matthew's (Farm Street), - N.S.	8	150 0 0	1849	1 14 2½	18 0 0	-	192 10 0	16 11 0	
Birmingham, St. Matthew's (Wheeler St.), N.S.		-	-	1 13 8					
Birmingham, St. Paul's - N.S.	8	788 0 0	1846	3 10 10½	138 6 8	-	913 0 0		
" " - N.S.		20 0 0	1847						
Birmingham, St. Peter's (New Street) - N.S.	8	531 0 0	1844	4 6 8	-	-	103 15 10		
" " - N.S.		10 0 0	1845						
Birmingham, St. Peter's London Prentice (West), Infants - N.S.		73 10 0	1849						
Birmingham, St. Philip's - N.S.	7	500 0 0	1843	9 1 7½	246 3 4	-	439 11 8	32 8 0	
Birmingham, St. Stephen's - N.S.	7	828 0 0	1845	4 8 2½	-	-	191 0 0	28 1 0	
" " - N.S.		12 12 0	1857						
Birmingham, St. Thomas (Holloway Street) - N.S.	8	235 0 0	1842	6 2 8½	278 8 4	-	762 5 0	33 3 0	
" " - N.S.		5 12 0	1845	a7 5 4					
" " - N.S.		80 0 0	1854						
Birmingham, St. Thomas (Holliday Street), Infants - N.S.		171 0 0	1859						
Birmingham, Church of St. Saviour - B.S.	2	-	-	7 13 5½	57 0 0	-	256 11 8	4 15 0	
" " Night School		-	-	-	-	-	40 0 0		
Birmingham, New Jerusalem - B.S.	2	-	-	6 8 6½	56 5 0	-	171 3 4	10 4 0	
Birmingham, Wesleyan Unitarian Mission S.	2	-	-	19 8 4	88 5 0	22 18 4	602 10 0	25 8 0	
Birmingham, Oratory R.C.	4	-	-	-	6 5 0	-	7 5 0	4 10 0	
Birmingham, St. Anne's (New Street) R.C.	4	-	-	-	65 0 0	-	182 3 4	11 16 0	51 0 0
Birmingham, St. Chad's R.C.	4	-	-	5 11 10½	158 11 8	-	924 15 0	10 6 0	
Birmingham, St. John's R.C.	4	-	-	1 2 0	18 10 0	-	198 0 0	1 17 0	
Birmingham, St. Mary's R.C.	4	-	-	6 1 4½	137 15 0	-	242 5 0	10 18 0	
Birmingham, St. Nicholas' - R.C.	4	-	-	1 3 4	43 0 0	-	129 13 4		
Birmingham, St. Patrick's R.C.	3	-	-	-	12 10 0	-	45 18 4	9 13 0	
Birmingham, St. Peter's R.C.	4	-	-	3 15 11	151 0 0	-	652 10 0	11 8 0	
Birmingham - P.U.	9	-	-	-	-	-	133 3 4		
Birmingham, Day School, Teachers' Association		-	-	0 13 4½					
Birmingham, Indust. Free S.	7	495 0 0	1850	3 11 2	29 0 0	80 0 0	15 0 0	-	366 17 10
" " -		300 0 0	1855						
Birmingham, Reformatory Girls' School	6	-	-	0 13 4½	-	-	-	-	102 10 0R.
Birmingham and Edgbaston (Tennant Street), Industrial - B.S.	2	41 0 0	1855	6 3 7	55 16 8	-	189 5 10	4 0 0	
Bordesley, St. Andrew's (Small-bath), Infants - N.S.		99 0 0	1850						

a Scientific apparatus.

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	Amount.	Date of Payment.						
WARWICKSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Brinklow - N.S. 8	377 10 0	1856	3 11 10½	17 10 0	-	15 0 0	7 18 0	
Bulkington School -	-	-	1 5 8	-	-	-	-	
Chilvers Coton - N.S.	104 0 0	1846	-	-	-	-	-	
Claverdon - N.S. 8	100 0 0	1840	2 5 8½	-	-	32 10 0	-	
Clifton on Dunsmoor - N.S. 8	10 0 0	1840	4 9 7	43 0 0	-	280 0 0	-	
" - N.S.	186 0 0	1851	-	-	-	-	-	
Compton, Fenny - N.S.	*54 0 0	1834	-	-	-	-	-	
Corley Moor - N.S.	-	-	0 12 4½	-	-	-	-	
Coventry, Holy Trinity - N.S. 10	1,337 0 0	1854	2 10 0½	95 2 6	-	44 0 0	19 12 0	
Coventry, St. John's N.S. 8	*120 0 0	1840	2 9 8½	22 10 0	-	31 0 8	-	
Coventry, St. Michael's N.S. 8	1,200 0 0	1855	8 16 2½	100 18 4	125 8 4	143 13 4	26 1 0	
Coventry, St. Peter's N.S. 3	180 0 0	1844	4 2 3	78 15 0	-	408 16 8	7 4 0	
" - N.S.	12 2 6	1847	-	-	-	-	-	
" - N.S.	75 0 0	1853	-	-	-	-	-	
" - N.S.	28 17 6	1857	-	-	-	-	-	
Coventry, St. Nicholas' Place, Boys B.S. Coventry (Vicar Lane) - B.S.	*125 0 0	1842	-	-	-	-	-	
" - B.S.	*900 0 0	1835	-	-	-	-	-	
Cubington - N.S. 8	220 0 0	1846	2 3 1	139 6 8	-	670 11 8	22 11 0	42 0
Deritend, St. John's N.S. 8	267 0 0	1845	11 13 8½	61 17 6	-	35 5 0	34 0 0	
" - N.S.	95 5 0	1853	-	-	-	-	-	
Dunchurch - N.S. 7	*106 0 0	1838	1 9 7½	-	-	295 0 0	4 8 0	
" - N.S.	8 0 0	1845	-	-	-	-	-	
" - N.S.	42 0 0	1847	-	-	-	-	-	
" - N.S.	8 5 0	1853	-	-	-	-	-	
Eatington - N.S. 10	-	-	1 9 6	57 15 0	-	-	25 0 0	
Edgbaston - Par. 8	-	-	-	55 8 4	-	568 13 4	24 16 0	
Edgbaston, St. George's N.S. 10	183 0 0	1854	5 15 10½	79 18 8	-	31 10 0	11 10 0	
Erdington, Infants B.S.	100 0 0	1840	-	-	-	-	-	
Erdington - E.C. 4	-	-	3 0 0½	22 10 0	-	3 15 0	23 6 0	
Grandborough - N.S.	54 10 0	1841	-	-	-	-	-	
Halford - N.S.	-	-	1 0 7½	-	-	-	-	
Hampton-on-the-Hill R.C. 1	-	-	1 2 3	16 13 4	-	27 10 0	-	
Harborough, Magna N.S.	88 0 0	1846	1 3 11	-	-	-	-	
Harbury - N.S. 8	306 0 0	1856	-	-	-	-	7 17 0	
Hartshill - N.S.	148 10 0	1833	1 9 4½	-	-	-	-	
Itchington, Bishop's N.S.	*37 0 0	1838	1 0 0	-	-	-	-	
Itchington, Long - N.S. 7	502 0 0	1857	1 0 1	106 5 0	-	69 7 6	31 10 0	
Kenilworth - N.S.	*57 0 0	1836	-	-	-	-	-	
Kenilworth, Infants N.S. 7	-	-	-	-	-	-	6 17 0	
Kenilworth, St. John's N.S. 7	212 0 0	1855	1 3 5½	21 1 3	-	15 0 0	19 4 0	
Kenilworth, St. Austin's R.C.	-	-	-	11 0 0	-	-	-	
Keresley and Coundon - N.S. 7	112 10 0	1853	2 14 8	37 10 0	-	63 7 6	30 10 0	
Kingsbury Endowed - N.S. 7	6 5 10	1840	7 18 9	68 15 0	-	246 5 0	13 10 0	
" - N.S.	21 8 0	1854	28 13 4	-	-	-	-	
" - N.S.	30 0 0	1857	-	-	-	-	-	
Kinwarton and Great Alne - N.S. 7	*30 0 0	1836	3 6 5½	15 0 0	-	232 4 2	23 2 0	
" - N.S.	50 0 0	1841	-	-	-	-	-	
" - N.S.	7 0 0	1841	-	-	-	-	-	
" - N.S.	11 10 0	1853	-	-	-	-	-	
Ladywood, St. John's N.S. 7	1,320 0 0	1857	13 3 5	17 10 0	-	11 0 10	14 4 6	
Lea Marston Ch. of E. -	-	-	-	-	-	-	5 5 0	
Leamington Priors R.C. 4	-	-	2 10 5½	112 0 0	-	67 10 0	-	
Loxley - N.S.	10 10 0	1856	-	-	-	-	-	
Lozells, St. Silas' - N.S. 8	-	-	-	5 16 8	-	-	28 8 0	
Mount Carmel - E.C.	-	-	1 0 0	-	-	-	-	
Napton on the Hill N.S.	40 0 0	1844	-	-	-	-	-	
" - N.S.	24 0 0	1851	-	-	-	-	-	

* Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
FAIRFAXSHIRE—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Yarnston (Abbey End) Infants - N.S.	241 0 0	1849						
Yarnston (Church Lane) - N.S. 8	618 0 0	1850	5 11 1	150 18 4	115 8 4	611 13 4	48 6 0	17 9 8
Yarnston (Lady Guernsey's) - N.S. 8	-	-	-	15 16 8	-	34 7 6	0 15 0	14 19 2
Yarnston - N.S.	121 0 0	1848	1 0 6	-	-	-	-	-
Yarnston (Ch.S.) 7	252 0 0	1854	-	-	-	30 0 0	-	-
Yarnston (Elbowrow's) N.S. 8	117 0 0	1850	1 0 5½	-	-	619 3 4	15 0 0	2 12 6
Yarnston, New Parochial School (in St. Matthew's District) - Par. 8	29 19 0	1851	9 3 4	99 3 4	-	-	-	-
Yarnston (Night S. - St. Matthew's) - Night S. 8	275 0 0	1856	6 10 2½	100 7 6	-	381 3 4	31 3 0	18 1 4
Yarnston, St. Matthew's Infants - N.S. 8	100 0 0	1846	-	-	-	7 13 3	-	-
Yarnston - N.S.	9 10 0	1853	-	104 16 8	-	288 6 8	36 12 0	-
Yarnston - N.S.	65 0 0	1854	-	-	-	-	-	-
Yarnston - Wes. 2	-	-	10 14 3	126 8 4	-	446 14 10	19 8 0	-
Yarnston (Worcester Diocesan) Practising S. 8	900 0 0	1853	4 5 0½	116 11 8	70 16 8	172 0 0	51 18 0	4 3 0
Yarnston, Reformatory - 10	-	-	520 0 0	-	-	-	-	468 9 6½
Yarnston, Endowed Ch. S. 8	*65 0 0	1836	5 16 2½	92 9 2	-	343 6 8	47 15 0	-
Yarnston - "	187 0 0	1852	-	-	-	-	-	-
Yarnston - "	15 2 6	1855	-	-	-	-	-	-
Yarnston - "	19 0 0	1856	-	-	-	-	-	-
Yarnston - N.S. 7	*100 0 0	1838	4 3 11	-	-	127 10 0	-	-
Yarnston, Lower, Free N.S. 8	46 0 0	1849	-	-	-	58 6 8	-	-
Yarnston Independent S. 8	64 0 0	1846	6 6 8½	37 0 0	-	240 10 0	44 1 0	-
Yarnston - N.S.	2 5 0	1850	-	-	-	-	-	-
Yarnston - N.S.	538 0 0	1855	-	-	-	-	-	-
Yarnston - N.S.	30 0 0	1844	-	-	-	-	-	-
Yarnston - N.S.	63 10 0	1841	-	-	-	-	-	-
Yarnston-on-Avon N.S. 11	230 0 0	1846	2 3 11	12 0 0	-	-	-	-
Yarnston - N.S. 10	*25 0 0	1837	-	7 10 0	-	-	23 18 0	-
Yarnston - N.S.	17 12 4	1856	-	-	-	-	-	-
Yarnston-Coldfield - R.C. 4	-	-	2 6 8	29 5 0	-	208 10 0	3 4 0	-
Yarnston - N.S.	138 15 0	1850	-	-	-	-	-	-
Yarnston - N.S. 10	-	-	-	55 0 0	-	-	13 1 0	-
Yarnston - Ch. of E. 8	-	-	-	23 15 0	-	-	7 2 0	-
Yarnston, St. Mary's, N.S. 8	*150 0 0	1836	11 4 5	77 11 8	-	863 1 8	51 15 0	-
Yarnston - "	55 0 0	1847	-	-	-	-	-	-
Yarnston - "	20 0 0	1849	-	-	-	-	-	-
Yarnston - "	30 0 0	1853	-	-	-	-	-	-
Yarnston - "	62 0 0	1855	-	-	-	-	-	-
Warwickshire Reformatory - 5	-	-	-	-	-	-	-	45 10 0½
Warwick, St. Mary's and St. Paul's, Infants - N.S.	162 0 0	1849	-	-	-	-	-	-
Warwick and Leamington Church Schoolmasters' Association -	-	-	0 13 4	-	-	-	-	-
Warwick High Street Chapel - B.S. 2	-	-	2 2 6½	6 5 0	-	-	-	-
Warwick, Canley Hill - N.S. 8	-	-	1 2 1½	5 0 0	-	-	-	-
Warwick, Wincote - N.S. 7	-	-	-	-	-	-	5 2 0	-
Warwick, Shaw - N.S. 10	-	-	-	-	-	-	6 10 0	-
Warwick, Avey - N.S.	*53 0 0	1838	-	-	-	-	-	-
Warwick, Wotton Waven - N.S.	208 0 0	1857	-	-	-	-	-	-

a Gratuity in lieu of retiring pension.

b Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Reformatory and Industrial School.
	Amount.	Date of Payment.						
WESTMORELAND.								
Appleby, St. Lawrence's - B.S.	1	126 15 0	1840	1 15 2	36 5 0	-	21 5 0	13 8 0
Bongate - N.S.	-	65 0 0	1846	-	-	-	-	-
Brough - N.S.	7	-	-	-	-	-	-	3 4 0
Burton - Ch.S.	6	-	-	2 1 8	10 10 0	-	45 8 4	-
Casterton - N.S.	9	42 0 0	1841	3 1 9	-	-	129 19 2	-
Grayrigg - N.S.	-	32 0 0	1847	-	-	-	-	-
Firbank - N.S.	1	-	-	-	15 0 0	-	-	1 10 0
Helsington - N.S.	-	-	-	0 17 4	-	-	-	-
Helson - N.S.	-	-	-	1 9 2	-	-	-	-
Holme - N.S.	9	82 10 0	1842	-	-	-	-	13 2 0
Kendal, Boys - B.S.	6	*125 0 0	1835	23 2 10	186 6 8	-	825 15 0	26 8 0
" " - N.S.	-	69 5 4	1855	-	-	-	-	-
Kendal, Boys - N.S.	9	14 11 0	1840	2 4 4	106 0 0	-	727 1 8	31 10 0
" " - N.S.	-	14 0 0	1852	-	-	-	-	-
" " - N.S.	-	65 0 0	1854	-	-	-	-	-
Kendal, St. George's, Girls - N.S.	9	243 10 0	1854	2 14 4	20 0 0	-	52 10 0	13 19 0
Kendal, St. Thomas', Infants - N.S.	9	-	-	-	18 6 8	-	-	-
Kendal - Wes. - N.S.	6	173 0 0	1846	3 13 4	6 5 0	-	129 11 8	-
Kendal, Castle Street, Girls and Infants - B.S.	8	-	-	2 10 1	2 10 0	-	6 5 0	11 10 0
Kendal - P.U.	7	-	-	-	-	-	9 11 8	-
Kirkby Stephen - N.S.	-	*45 0 0	1834	-	-	-	-	-
Martindale - N.S.	-	*27 0 0	1836	-	-	-	-	-
Ormside - N.S.	-	35 0 0	1854	-	-	-	-	-
Strickland, Great - N.S.	2	-	-	1 17 6	94 16 8	-	99 8 4	13 13 0
Windermere, St. Mary's - N.S.	9	-	-	-	20 0 0	-	109 11 8	5 1 0
WILTSHIRE.								
Aldbourn School - N.S.	2	-	-	-	-	-	-	5 6 0
Alderbury - N.S.	12	-	-	3 10 4	97 10 0	-	149 10 0	26 7 0
Amesbury - N.S.	1	-	-	1 18 4	46 0 0	-	125 0 0	-
Ashton - Ch.S.	2	-	-	2 1 3	25 13 4	-	20 18 4	14 5 0
Ashton, West - N.S.	12	70 0 0	1847	6 2 0	61 17 6	40 12 6	584 8 4	43 15 0
" " - N.S.	-	9 10 0	1848	-	-	-	-	-
" " - N.S.	-	62 5 0	1850	-	-	-	-	-
" " - N.S.	-	37 10 0	1854	-	-	-	-	-
Avebury - N.S.	-	40 0 0	1844	-	-	-	-	-
Barford, St. Martin - N.S.	2	478 0 0	1854	3 16 7	-	-	64 1 8	37 7 0
" " - Night S. - N.S.	-	-	-	-	-	-	5 0 0	-
Bedwin, Little - N.S.	-	323 0 0	1855	1 6 9	-	-	-	-
Bemerton - N.S.	2	-	-	1 0 3	4 3 4	-	1 5 0	-
Berwick Bassett - N.S.	-	66 0 0	1848	-	-	-	-	-
Biddeston - N.S.	-	50 0 0	1844	2 0 0	-	-	-	-
Bishopstone (near Faringdon) - N.S.	12	126 0 0	1850	2 7 9	-	-	66 5 0	-
Bishopstone (near Salisbury) - N.S.	2	120 0 0	1855	2 1 8	-	-	48 6 8	18 12 0
" " - N.S.	-	9 8 6	1867	-	-	-	-	-
Bower Chalke - N.S.	-	40 0 0	1844	-	-	-	-	-
Bowood School - N.S.	12	-	-	5 2 1	28 15 0	-	285 13 4	-
Bradford, Ch. Ch. - N.S.	12	-	-	10 0 2	51 5 0	-	433 1 8	66 19 0
Bradford Parish Ch. - N.S.	12	*190 0 0	1836	6 13 4	54 1 8	-	422 13 4	46 2 0
" " - N.S.	-	28 8 6	1852	-	-	-	-	-
" " - N.S.	-	31 4 8	1852	-	-	-	-	-
Bradley (Malden) - N.S.	-	65 0 0	1847	-	-	-	-	-
Bradley, North. Ch. - N.S.	2	*60 0 0	1836	1 0 3	10 16 8	-	16 5 0	7 0 0
Ch. (at Road Hill) - N.S.	5	-	-	-	35 0 0	-	-	4 4 0
Bramshaw, Boys - N.S.	3	-	-	-	21 12 4	-	17 10 0	5 17 0
Bramshaw, Girls - N.S.	3	-	-	-	7 10 0	-	-	15 16 0
Bratton - N.S.	4	60 0 0	1846	-	-	-	-	-
Bratton - B.S.	-	95 19 6	1846	4 4 9	-	-	-	-
Brenhill - N.S.	-	150 0 0	1847	1 13 4	-	-	-	-
Brixton Deverell - N.S.	-	*40 0 0	1836	-	-	-	-	-

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
WILTSHIRE—cont.								
Breamham - N.S.	3	-	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Breamham, Gifford - N.S.	1	90 13 4	1853	1 12 84	-	61 16 8	-	-
Barge - N.S.	-	276 0 0	1856	1 1 04	-	-	3 2 0	-
Cane, Boys - N.S.	12	6 0 0	1848	8 15 1	139 2 6	508 15 0	25 10 0	-
Cane, Girls - N.S.	12	46 0 0	1856	-	-	-	-	-
Cane, Middle, Endowed, Free Grammar School - N.S.	12	4 5 6	1848	6 16 94	44 3 4	564 18 4	8 5 0	-
Cane, Middle, Endowed, Free Grammar School - N.S.	12	10 0 0	1848	2 16 7	48 15 0	347 0 0	-	-
Carlton Combe - N.S.	12	-	-	4 6 44	96 10 0	508 6 8	6 5 0	-
Carlton Park - N.S.	3	-	-	-	-	54 3 4	-	-
Caversell, Great - N.S.	-	50 0 0	1843	-	-	-	-	-
Chippenham - N.S.	12	*170 0 0	1837	-	12 0 0	-	-	-
Chippenham - P.U.	9	-	-	-	-	61 5 0	-	-
Corton - N.S.	-	40 0 0	1846	-	-	-	-	-
Cowdell - N.S.	-	70 0 0	1841	-	-	-	-	-
Cotloe - N.S.	-	-	-	-	3 6 8	-	-	-
Crofton - Par.	1	-	-	1 17 84	11 0 0	56 5 0	6 7 0	-
Crofton, Malford - N.S.	1	-	-	4 9 104	9 12 6	97 1 8	29 4 0	-
Cullingborne-Kings- ton - Ch. of E.	-	-	-	2 2 94	-	-	-	-
Combe Bissett - N.S.	12	40 0 0	1846	1 2 7	64 18 4	155 16 8	12 15 0	-
Combe Bissett - N.S.	-	7 10 0	1854	-	-	-	-	-
Compton Bissett - N.S.	-	53 0 0	1843	1 14 5	-	-	-	-
Cranham - B.S.	4	*100 0 0	1840	6 14 6	18 15 0	260 10 0	41 8 0	-
" - "								

* Gratuity in lieu of retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Reformatory and Industrial School.
	Amount.	Date of Payment.						
WILTSHIRE—cont.								
Hinton, Little - N.S. 12	65 0 0	1850	1 15 4	-	-	33 15 0		
Holt - N.S.	*40 0 0	1835						
Imber - N.S.	*34 0 0	1837						
Kingswood - N.S.	*75 0 0	1835						
Kington Langley - N.S.	116 0 0	1857						
Knogle, East - N.S. 1	*31 0 0	1839	4 10 8	-	-	124 10 0	37 11 0	
Lacock - N.S. 12	-	-	-	96 5 0	-	199 10 0	8 5 0	
Landford - N.S.	45 0 0	1843	1 3 5	-	-	-	-	
Latton - Par. 3	-	-	-	60 0 0	-	-	19 14 0	
Laverstock - N.S. 2	5 0 0	1857	2 3 4	15 0 0	-	-	8 9 0	
Lavington, Market - N.S.	140 0 0	1846	2 15 11	-	-	-	-	
Limpley, Stoke - N.S.	75 0 0	1846						
Ludwell - N.S.	70 0 0	1842						
Lydiard Millicent - N.S.	38 0 0	1842						
	25 0 0	1846						
Maddington - N.S. 2	-	-	3 3 6	20 16 8	-	-	15 8 0	
Malmesbury and Westport Juvenile Ch. S.	600 0 0	1857	12 15 6	-	-	-	-	
Malmesbury - Ch. of E. 1	-	-	-	24 0 0	-	117 0 0	96 10 0	
Marden - N.S.	25 0 0	1844						
Marlborough, St. Mary's - N.S. 12	210 0 0	1850	2 9 1	109 15 10	-	426 18 4	12 19 0	
Marlborough, St. Peter's - N.S. 12	500 0 0	1854	8 9 6	210 0 0	-	475 2 6	16 10 0	
Melksham - N.S. 12	154 0 0	1840	10 5 2	73 0 0	-	275 7 6	23 9 0	
	27 4 4	1852		a40 0 0	-	-	-	
Melksham - B.S. 4	64 6 8	1856	3 10 3	100 8 4	-	494 6 8	34 8 0	
				a40 0 0	-	-	-	
Mere - N.S. 12	207 0 0	1841	2 15 1	42 11 8	-	205 13 4	17 6 0	
	40 0 0	1846						
Minety, St. Leonard's - N.S.	116 0 0	1847						
Monkton Farleigh - N.S.	25 0 0	1846						
Netheravon - N.S. 12	-	-	1 6 8	73 6 8	-	-	8 7 0	
Netherhampton - N.S.	-	-	1 0 10	-	-	-	-	
Nettleton and Burton - N.S. 12	69 0 0	1850	1 11 3	-	-	149 10 0	14 0 0	
Newton, South - N.S. 12	-	-	1 0 4	73 1 8	-	32 10 0	-	
Newton Tony - Par.	73 0 0	1857						
Nunton - N.S.	-	-	-	24 0 0	-	-	-	
Patney - N.S.	*25 0 0	1835						
Pewsey - N.S.	*75 0 0	1840						
Platford - N.S.	84 0 0	1855	1 7 2	-	-	-	6 5 0	
Pool Keynes - N.S. 4	86 0 0	1847	-	-	-	-	-	
	9 5 0	1855						
Purton - N.S. 12	-	-	3 6 8	-	-	105 0 0	8 15 0	
Redlynch - N.S. 1	-	-	0 18 6	26 0 0	-	23 15 0	-	
Salisbury, Model - N.S. 1	-	-	-	54 16 8	-	91 5 10	-	
Salisbury St. Edmund's - N.S.	*40 0 0	1835						
Salisbury, St. Martin's - N.S. 12	21 0 0	1851	15 13 4	199 11 8	27 1 8	954 2 6	21 5 0	
	-	-	610 0 0	-	-	-	-	
Salisbury - Wes. 6	-	-	8 1 1	96 5 0	-	414 13 4	8 14 9	
Salisbury - P.U. 6	-	-	-	-	-	5 0 0	-	
Seagry - N.S.	50 0 0	1851						
Semley - N.S.	50 0 0	1841						
Shaw and Witley - N.S.	-	-	1 3 4	-	-	-	-	
Sherston Magna - N.S.	130 0 0	1846	7 1 10	-	-	-	-	
Sherston, Infants - B.S. 3	-	-	11 17 3	125 16 8	-	454 16 8	39 1 0	
Shrewton - N.S. 1	-	-	1 13 4	-	-	-	3 12 0	
Southbrook - N.S.	*50 0 0	1834						
Staverton - N.S. 12	-	-	2 14 2	-	-	141 5 10	4 13 0	
Steeple Ashton - N.S. 12	-	-	-	30 10	-	23 10 9	-	
Stert - N.S.	20 0 0	1841						
Stockley - N.S.	117 0 0	1856	2 0 0	-	-	-	-	
Stratford-sub-Castle - N.S.	37 10 0	1842						
Stratton, St. Margaret's - N.S.	*35 0 0	1837						
Studley, St. John's - N.S. 12	381 0 0	1855	-	9 3 4	-	15 0 0	1 14 0	
Button Benger - N.S.	42 0 0	1850						

a Gratuity, in lieu of retiring pension.

b Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
WILTSHIRE—cont.								
Wellswell - N.S.	45 0 0	1844						
London, New (Great Western Railway) N.S. 12	300 0 0	1846	7 16 7½	137 10 0	-	460 13 4	63 15 0	
London - N.S. 3	*85 0 0	1837	4 11 7	31 11 8	-	50 5 10	9 9 0	
London - N.S. 3	47 0 0	1857	-	381 13 4	-	-	-	
London, Old, Infants. N.S. 3	-	-	-	43 6 8	-	140 12 6	33 13 0	
London - N.S. 3	175 0 0	1843	2 16 2½	-	-	17 10 0	1 10 0	
London - N.S. 3	124 0 0	1855	-	-	-	-	-	
London, Royal - N.S. 11	-	-	-	-	-	62 10 0	9 15 0	
London - N.S. 12	726 0 0	1846	11 10 5	131 9 2	-	1,269 3 9	47 8 0	
London, Holy Trinity - N.S. 12	*105 0 0	1837	5 3 2	9 3 4	-	561 12 1	17 18 0	
London - N.S. 12	8 0 0	1851	-	-	-	-	-	
London - R.S. 4	-	-	7 6 7½	33 15 0	-	144 15 0	20 5 0	
London, Scudamore - N.S.	*30 0 0	1839	-	-	-	-	-	
London - Par.	-	-	2 8 9	-	-	-	-	
London - N.S. 12	*460 0 0	1835	10 17 9½	240 1 8	25 0 0	1,158 0 10	30 1 0	
London - " -	5 4 8	1845	-	-	-	-	-	
London - " -	291 0 0	1846	-	-	-	-	-	
London - R.S. 4	*155 0 0	1837	1 2 7½	18 15 0	-	36 5 0	20 0 0	
London - N.S. 12	150 0 0	1847	8 11 8	103 5 0	-	747 4 2	11 19 0	
London - " -	8 2 0	1848	-	-	-	-	-	
London, Heywood House - N.S. 12	-	-	4 1 1½	-	-	403 16 8	11 10 0	
London - N.S.	53 0 0	1842	1 1 0	-	-	-	-	
London - N.S.	20 0 0	1853	-	-	-	-	-	
London - N.S.	100 0 0	1842	2 0 0	-	-	-	-	
London - N.S. 12	-	-	7 9 10½	230 14 2	-	581 12 6	52 13 0	
London, North, School- masters' Association -	-	-	3 18 9½	-	-	-	-	
London, Earl's, N.S.	-	-	1 17 5	-	-	-	-	
London, Stoke N.S. 12	-	-	-	56 13 4	-	53 6 8	12 0 0	
London, Rivers - N.S. 3	-	-	-	-	-	-	11 6 0	
London, Bassett - N.S.	40 0 0	1842	-	-	-	-	-	
London - N.S.	37 10 0	1842	-	-	-	-	-	
London, South - N.S.	*45 0 0	1836	-	-	-	-	-	
London - N.S.	42 0 0	1846	1 0 0½	-	-	-	-	
WORCESTERSHIRE.								
London - N.S. 11	252 0 0	1857	2 7 4½	44 15 0	-	-	17 16 0	
London Kings - N.S.	55 0 0	1846	1 5 0½	-	-	-	-	
London, Heath, St. Paul's - N.S. 10	1,270 0 0	1857	24 10 7½	-	12 10 0	-	-	
London and Wickham- ford - N.S.	123 16 0	1855	2 0 0	-	-	-	-	
London - N.S.	*50 0 0	1840	-	-	-	-	-	
London Green - N.S.	150 0 0	1847	3 8 3½	40 0 0	-	202 15 0	-	
London - N.S. 4	50 0 0	1848	-	-	-	-	-	
London - N.S.	*45 0 0	1835	-	-	-	-	-	
London - N.S.	60 0 0	1849	1 8 11½	5 16 8	-	-	14 9 0	
London, Far Forest N.S.	-	-	-	-	-	-	-	
London, Upper Ch. of E. 8	-	-	-	-	-	-	-	
London - N.S.	100 0 0	1845	2 8 5	-	-	-	-	
London - N.S.	30 6 6	1848	-	-	-	-	-	
London - N.S.	12 10 0	1856	-	-	-	-	-	
London - N.S.	75 0 0	1848	-	-	-	-	-	
London - N.S.	*18 0 0	1836	-	-	-	-	-	
London, St. Mary's R.C. 3	150 0 0	1857	-	15 11 8	-	35 0 0	14 3 0	
London - N.S. 11	*200 0 0	1854	13 19 3½	171 16 8	-	372 3 4	55 0 0	
London, The Lickey N.S. 11	295 0 0	1855	-	53 10 0	-	46 10 0	24 4 0	
London, Park Place - R.C.	-	-	-	33 0 0	-	-	-	
London - N.S.	102 0 0	1849	-	-	-	-	-	
London - N.S.	*100 0 0	1841	2 0 0½	-	-	-	-	
London - N.S.	*123 0 0	1835	3 6 8	6 13 4	-	-	2 12 0	
London, St. George's N.S. 12	-	-	1 17 2	-	-	-	-	
London - N.S.	-	-	-	-	-	-	-	

½ Retiring pension.

Schools aided by Parliamentary Grants.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
WORCESTERSHIRE—cont.								
Clifton-on-Teme - N.S. 12	100 0 0	1844	1 5 8	- - -	- - -	- - -	- - -	- - -
Cradley - - - N.S. 11	1,092 0 0	1856	5 14 7½	32 10 0	37 10 0	39 7 6	4 8 0	0 7 6
Dodderhill - - - N.S.	100 0 0	1846	1 11 1½	- - -	- - -	- - -	27 14 0	- - -
" - - - - -	46 0 0	1947	- - -	- - -	- - -	- - -	- - -	- - -
Droitwich, Coventry Charity - N.S. 10	- - -	- - -	- - -	12 0 0	- - -	- - -	- - -	- - -
Droitwich, St. Peter's N.S. 10	- - -	- - -	3 13 5½	106 10 0	- - -	223 15 0	40 11 0	- - -
Dudley, St. Edmund's N.S. 4	450 0 0	1847	6 4 4½	138 15 0	23 18 4	177 0 0	20 5 0	- - -
Dudley, St. James' N.S. 4	150 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
Dudley, St. John's N.S. 4	395 0 0	1846	6 6 11½	3 15 0	- - -	- - -	12 18 0	- - -
Dudley, St. Thomas' N.S. 4	520 0 0	1848	12 6 11½	53 9 2	- - -	141 2 6	10 2 0	- - -
Dudley - B.S.	*400 0 0	1835	- - -	- - -	- - -	- - -	- - -	- - -
Eldersfield - - - N.S.	- - -	- - -	1 16 8½	- - -	- - -	- - -	- - -	- - -
Evenlode - - - N.S.	28 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
Evesham - - - N.S. 4	275 0 0	1844	5 12 2½	58 13 4	- - -	182 14 2	27 15 0	- - -
Evesham - - - B.S. 6	160 0 0	1846	- - -	138 6 8	- - -	469 3 4	10 17 0	- - -
Finstall - - - N.S.	65 0 0	1848	- - -	- - -	- - -	- - -	- - -	- - -
Grimley - - - N.S.	- - -	- - -	1 1 2½	- - -	- - -	- - -	- - -	- - -
Hagley - - - N.S. 11	- - -	- - -	5 10 2½	114 0 0	- - -	304 2 6	48 19 0	15 7
Hagley, Infants - N.S.	85 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Hales Owen - - - N.S. 12	*235 0 0	1838	4 16 1½	52 10 0	- - -	263 10 0	45 6 0	- - -
" - - - - -	42 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - -	4 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - -	3 6 3	1856	- - -	- - -	- - -	- - -	- - -	- - -
Hales Owen (Quinton), Ch.Ch. - N.S.	54 0 0	1842	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - -	10 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - -	110 0 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - -	25 0 0	1852	- - -	- - -	- - -	- - -	- - -	- - -
Hallow, Endowed - N.S.	- - -	- - -	1 15 4½	- - -	- - -	- - -	- - -	- - -
Hanbury - - - N.S. 11	- - -	- - -	- - -	11 5 0	- - -	- - -	1 9 0	- - -
Harvington - N.S.	59 0 0	1849	2 0 0	- - -	- - -	- - -	- - -	- - -
Headless Cross - N.S. 11	- - -	- - -	- - -	27 10 0	- - -	- - -	13 5 0	- - -
Holt and Witley - N.S.	*30 0 0	1838	- - -	- - -	- - -	- - -	- - -	- - -
Inkberrow - N.S. 11	112 10 0	1852	4 10 0	- - -	- - -	- - -	1 19 0	- - -
Kidderminster, St. George's - N.S. 11	26 13 4	1850	10 18 11½	107 6 8	- - -	666 10 0	45 5 0	- - -
" - - - - -	39 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - -	210 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Kidderminster, St. John's - N.S.	60 0 0	1844	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - -	8 6 8	1853	- - -	- - -	- - -	- - -	- - -	- - -
Kidderminster, St. Mary's - N.S. 11	50 0 0	1851	12 7 4½	190 6 8	24 3 4	605 0 0	72 10 0	- - -
Kidderminster, New Meeting House Charity Schools - 11	- - -	- - -	3 0 2	15 5 0	- - -	23 8 4	16 2 0	- - -
Kidderminster, (Mill Street), Infants - N.S. 11	- - -	- - -	- - -	14 0 0	- - -	114 18 4	- - -	- - -
Longdon, Endowed - N.S.	116 0 0	1850	- - -	- - -	- - -	- - -	- - -	- - -
Lye - N.S.	160 0 0	1846	2 3 5½	- - -	- - -	- - -	- - -	- - -
Lye (Stamber-Mill) N.S.	230 0 0	1853	- - -	- - -	- - -	- - -	- - -	- - -
" - - - - -	50 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Malvern Morris - Ch.S. 10	- - -	- - -	- - -	33 11 8	- - -	46 10 0	11 2 0	- - -
Malvern, The Link N.S. 4	75 0 0	1845	- - -	22 10 0	- - -	3 15 0	8 2 0	- - -
Malvern, Great, St. Mary's (Barnard's Green) - N.S.	50 0 0	1843	1 0 0	- - -	- - -	- - -	- - -	- - -
Malvern (North) - N.S.	- - -	- - -	1 3 4	- - -	- - -	- - -	- - -	- - -
Malvern Wells, St. Peter's - N.S.	*50 0 0	1839	- - -	- - -	- - -	- - -	- - -	- - -
Martley - N.S. 11	144 0 0	1847	2 15 1	48 15 0	- - -	- - -	6 10 0	- - -
Moreton, Abbot's - N.S.	20 0 0	1845	1 10 0	- - -	- - -	- - -	- - -	- - -
Moseley - N.S. 10	- - -	- - -	2 19 4	71 13 4	- - -	102 0 0	14 1 0	- - -
Newbold-on-Stour - N.S. 7	93 0 0	1840	1 10 6½	49 0 0	- - -	95 0 0	17 10 0	- - -
Northfield - N.S.	*100 0 0	1838	- - -	- - -	- - -	- - -	- - -	- - -
Offenham - N.S. 11	- - -	- - -	1 2 9½	7 0 0	- - -	95 0 0	5 12 0	- - -
Oldbury - N.S. 2	*75 0 0	1834	8 9 7	63 0 0	- - -	230 15 0	21 5 0	- - -
" - - - - -	44 13 4	1855	- - -	- - -	- - -	- - -	- - -	- - -

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, and Diagrams.	Grants to Certific- ated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reformi- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
WORCESTERSHIRE—cont.								
Wbury (Chunoe's) N.S. 2	£ 346 0 0	d. 1852	£ 4 16 11	£ 126 8 4	£ 34 3 4	£ 143 15 0	£ 23 4 0	
Wbury " " Wes. 2	- - -	-	10 0 0	- - -	- - -	- - -	- - -	
Wbury " " N.S. 12	32 0 0	1848	12 16 8	10 16 8	- - -	173 5 0	29 0 0	
Wbury " " N.S. 12	180 0 0	1854	9 8 2	154 6 8	- - -	590 0 0	70 14 0	7 11 0
Wbury " " B.S. 6	- - -	-	- - -	- - -	- - -	18 6 8	13 12 0	
Wbury " " N.S. 11	*60 0 0	1840	3 9 2	22 10 0	- - -	96 5 10	- - -	
Wbury " " N.S. 11	13 0 0	1847	- - -	- - -	- - -	- - -	- - -	
Wbury " " N.S. 11	13 0 0	1853	- - -	- - -	- - -	- - -	- - -	
Wbury " " N.S. 12	690 0 0	1846	9 16 7	87 5 10	- - -	699 14 2	46 4 0	
Wbury " " N.S. 12	87 0 0	1851	- - -	- - -	- - -	- - -	- - -	
Wbury " " N.S. 12	24 0 0	1857	- - -	- - -	- - -	- - -	- - -	
Wbury " " N.S. 12	64 0 0	1847	- - -	13 0 0	- - -	23 15 0	- - -	
Wbury " " N.S. 12	120 0 0	1846	- - -	- - -	- - -	- - -	- - -	
Wbury " " N.S. 12	63 0 0	1851	1 6 8	- - -	- - -	- - -	- - -	
Wbury " " N.S. 12	- - -	-	0 16 8	- - -	- - -	- - -	- - -	
Wbury " " N.S. 12	40 0 0	1845	0 19 11	- - -	- - -	- - -	- - -	
Wbury, Woodbury Bill Reformatory S. - 10	- - -	-	- - -	- - -	- - -	- - -	- - -	102 10 10
Wbury-on-Stour N.S. 8	66 10 0	1842	2 18 5	47 16 8	- - -	48 2 6	- - -	
Wbury-on-Stour N.S. 8	784 0 0	1857	18 8 2	- - -	- - -	- - -	- - -	
Wbury-on-Stour N.S. 8	*100 0 0	1840	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour N.S. 8	15 0 0	1848	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour N.S. 8	475 0 0	1845	3 9 6	- - -	- - -	- - -	- - -	
Wbury-on-Stour (Wol- aston Road) - B.S. 4	- - -	-	3 0 1	10 0 0	- - -	- - -	- - -	
Wbury-on-Stour (New Road) - Wes. 11	- - -	-	2 6 8	34 0 0	- - -	29 0 0	13 6 6	
Wbury-on-Stour, or Lower Milton - N.S. 11	248 0 0	1845	12 16 4	147 10 0	- - -	448 17 6	34 4 0	
Wbury-on-Stour " " N.S. 11	11 6 8	1852	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 11	40 0 0	1841	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 11	- - -	-	1 5 0	- - -	- - -	89 7 6	- - -	
Wbury-on-Stour " " N.S. 10	414 0 0	1856	2 4 2	26 5 0	- - -	15 0 0	29 2 0	5 6 8
Wbury-on-Stour " " N.S. 11	50 0 0	1841	4 18 3	12 10 0	- - -	- - -	10 15 0	
Wbury-on-Stour " " N.S. 11	3 1 4	1848	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 11	49 0 0	1849	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 11	90 0 0	1852	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 11	67 0 0	1849	1 0 0	- - -	- - -	- - -	- - -	
Wbury-on-Stour, All Saints N.S. 11	250 0 0	1848	3 16 0	16 13 4	- - -	- - -	- - -	
Wbury-on-Stour, St. An- drew's - N.S. 11	*200 0 0	1835	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. Cle- ment's - N.S. 11	276 0 0	1856	6 0 8	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. John's (in Bedwardine) - N.S. 12	75 0 0	1843	16 12 5	196 10 0	- - -	658 16 8	12 0 0	4 6 0
Wbury-on-Stour " " N.S. 12	186 6 0	1847	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 12	1 12 0	1855	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. Martin's N.S. 12	*250 0 0	1837	16 7 4	193 16 8	22 1 8	567 0 0	46 10 0	
Wbury-on-Stour " " N.S. 1	21 0 0	1848	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 1	50 0 0	1853	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. Paul's, Boys and Girls - N.S. 1	100 0 0	1848	8 1 2	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 1	7 0 0	1848	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 1	118 0 0	1849	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 1	5 3 4	1850	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. Paul's, Infants - N.S. 11	- - -	-	- - -	32 6 8	- - -	190 13 4	- - -	
Wbury-on-Stour, St. Peter's (Diglis Street) - N.S. 12	300 0 0	1845	16 9 5	159 0 0	- - -	551 13 4	56 6 0	
Wbury-on-Stour " " N.S. 12	25 0 0	1847	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 12	59 11 4	1856	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour " " N.S. 12	239 0 0	1856	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, Church Schoolmasters' Asso- ciation -	- - -	-	3 8 10	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	1 3 4	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -	- - -	- - -	- - -	- - -	
Wbury-on-Stour, St. George's R.C. -	- - -	-	- - -					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Brantingham-cum-Ellerker - N.S.	70 0 0	1846	2 10 9					
Brawby - N.S.	68 0 0	1854	0 18 4					
Bretton (Monk) - N.S.	200 0 0	1846	1 10 0				10 2 0	
Bridlington - N.S. 6	94 6 8	1856	6 15 10	99 11 8		213 1 8	61 15 0	
Bridlington, Infants N.S. 5				27 6 8		18 6 8	8 7 0	
Bridlington Quay B.S.	*100 0 0	1837						
Bridlington Quay, Ch. Ch. - N.S. 6	330 0 0	1850	1 19 11	16 10 0		105 8 4	14 5 0	
Bridlington Quay Wes. 8	17 11 0	1853	6 8 1	78 15 0	30 0 0	274 0 0	52 4 0	
Brighouse, Infants N.S. 7	*150 0 0	1836	15 16 0	28 15 0			15 16 0	
Brockholes - N.S.	18 0 0	1845	6 10 0					
Brompton - B.S. 5	*64 0 0	1839						
Brompton-on-Swale N.S.	150 0 0	1841		5 0 0		5 0 0	6 1 0	
Broughton - R.C. 8			1 0 11	17 10 0				
Burley in Wharfedale (near Otley) - N.S. 10	20 0 0	1845	2 8 11	134 13 4		136 13 4	20 17 0	
Burley (near Leeds) N.S. 9	238 0 0	1847	6 9 1	58 10 0		319 10 0	54 1 0	
Burley Township - B.S. 4			5 6 11	127 16 8		404 15 0	21 10 0	
Burneston, Endowed N.S.			3 10 0			171 0 0	18 15 0	
Burnlee, Infants - N.S.	70 0 0	1853	1 13 4					
Burton Agnes - N.S.	100 0 0	1852						
Burton, Bishop - N.S. 6	*48 0 0	1836		17 0 0		82 10 0	5 16 0	
Burton Constable - R.C.				6 5 0			4 0 0	
Burythorpe - N.S. 5			1 1 4					
Buslingthorpe - N.S. 9	95 0 0	1848	1 1 4	102 0 0		230 6 8	2 0 0	
	37 0 0	1852	11 9 2	110 0 0		655 10 0		
Caldor Farm Reform. - 11			1 0 0					
Calverley - N.S. 10			5 15 10			360 10 0	58 2 0	331 3 2
Calverley, Infants - N.S. 10	270 0 0	1856		7 10 0			7 11 0	
Calverley - Wes. 2			2 3 4			1 5 0	8 17 0	
Cantley - N.S. 6	88 0 0	1848					5 10 0	
Carcroft (in Owston) N.S. 7	53 0 0	1843				52 10 0		
Carlton - Ch. of E. 2				6 13 4				
Carlton - R.C. 8			2 1 8			32 10 0		
Carlton in Coverham - N.S.	*55 0 0	1836						
Carlton in Snaith Ch. E. 5				10 0 0			6 16 0	
Carlton Miniott - N.S.	73 10 0	1850	1 6 8					
Castleford - N.S. 4	*39 0 0	1839	3 0 0	36 5 0			11 0 0	
Castle Howard Reform. 11								95 17 11
Catwick - N.S.	45 0 0	1847						
Cave, North, Boys N.S. 6			1 4 0	88 5 0			25 1 0	
Cave, North, Girls N.S. 6			2 0 10	59 3 4		73 15 0	17 19 0	
Cave, North - Wes. 12				13 15 0				
Choppards in Holmfirth - N.S.	*80 0 0	1840						
Clayton - N.S. 2			3 2 0	75 0 0		50 3 4	43 3 8	
Cleckheaton - N.S. 1	*200 0 0	1835	6 9 11	68 0 0		352 13 4	72 16 0	
" - N.S.	220 0 0	1847						
" - N.S.	10 12 6	1848						
" - N.S.	4 10 0	1850						
" - N.S.	20 0 0	1851						
" - N.S.	19 8 0	1854						
" - N.S.	6 14 0	1856						
" - N.S.	97 0 0	1857						
Cleckheaton - B.S.	*175 0 0	1835						
Clifford - N.S. 4			1 17 6	31 12 6		32 10 0		
Clifford, St. Edward's - R.C. 7			2 16 9			47 1 8		
Clifton - N.S.	33 0 0	1841						
Coley - N.S. 12	225 0 0	1845	8 14 11	124 19 2		275 8 4	41 3 0	11 5 4
Coley, North Owsram, Ch. of E. 11			10 0 0					
Conisborough, Infants N.S. 7				8 6 8			6 15 10	
Coniston, Cold Ch. of E. 3							2 0 0	
							16 15 0	

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Yarmley in Kildwick - N.S.	1	110 0 0	1846	2 1 11	79 2 6	-	150 8 4	30 9 0
Yarmham - N.S.	6	*100 0 0	1838	5 0 04	51 5 0	-	202 13 4	36 13 0
Yerthill and Ne-theroyd - N.S.	11	297 0 0	1856	1 18 5	26 15 0	-	15 0 0	8 7 0
Yewling, Cross Hills - N.S.	1	192 0 0	1847	1 9 6	15 0 0	-	98 15 0	-
Yewson, East - N.S.	-	50 0 0	1843	1 1 4	-	-	-	-
Yokhill District - N.S.	-	-	-	1 7 5	-	-	-	-
Yoke - N.S.	4	-	-	-	89 11 8	-	-	15 6 0
Yokel - N.S.	3	100 0 0	1845	9 4 0	155 7 6	-	191 17 6	23 4 0
-	-	65 2 6	1851	-	-	-	-	-
-	-	19 0 0	1855	-	-	-	-	-
Yorland, South - N.S.	-	*115 0 0	1836	2 14 84	-	-	25 16 8	-
Yos Pool - N.S.	8	-	-	1 18 114	-	-	90 13 4	-
Yos Stone - N.S.	12	250 0 0	1847	1 6 104	-	-	-	-
Yosworth - N.S.	-	152 0 0	1848	-	-	-	-	-
Yosworth - Wes.	6	722 0 0	1867	7 0 84	6 5 0	-	238 18 4	42 18 0
Yosworth - N.S.	-	*37 0 0	1840	1 1 2	-	-	-	-
-	-	45 0 0	1846	-	-	-	-	-
Yosworth - N.S.	10	-	-	1 10 0	13 15 0	-	-	3 5 0
Yos - N.S.	5	-	-	1 10 0	15 0 0	-	-	7 2 0
Yosfield - N.S.	7	103 0 0	1842	7 18 2	-	-	100 9 0	33 12 0
Yosall - N.S.	-	*144 0 0	1840	-	-	-	-	-
-	-	9 15 6	1845	-	-	-	-	-
Yoscar - N.S.	-	226 0 0	1867	3 2 6	-	-	-	-
Yosby Grange - N.S.	7	-	-	7 9 54	31 5 0	-	446 10 0	59 12 0
Yosholme Gate - N.S.	2	206 0 0	1847	2 13 8	-	-	78 10 0	80 8 0
Yos - N.S.	-	180 0 0	1845	-	-	-	-	-
Yosbury (Middle Parish) - N.S.	8	430 0 0	1843	13 3 1	230 18 4	-	709 16 8	7 10 0
-	-	20 0 0	1845	-	-	-	-	-
Yosbury Moor, Sunday School - N.S.	-	*110 0 0	1869	-	-	-	-	-
Yosbury, West Town - N.S.	7	670 18 6	1855	9 10 01	-	-	-	12 3 0
Yosworth, Town, Boys - N.S.	7	-	-	4 16 8	-	-	222 10 0	5 2 0
Yosworth, G. & I. - N.S.	7	250 0 0	1850	1 12 44	11 13 4	-	210 0 0	16 3 0
-	-	3 9 4	1855	-	-	-	-	-
Yosworth - N.S.	8	170 0 0	1844	6 3 6	297 5 0	-	1,506 11 8	41 2 0
-	-	10 0 0	1846	-	-	-	-	-
-	-	10 0 0	1849	-	-	-	-	-
-	-	90 0 0	1855	-	-	-	-	-
Yosworth, Ch. Ch. - N.S.	7	424 10 0	1852	4 19 54	171 7 6	67 10 0	507 0 0	79 2 0
-	-	76 0 0	1856	-	-	-	-	-
Yosworth (Great Northern Railway Company's) - N.S.	6	-	-	9 4 3	65 5 0	-	189 13 4	25 6 0
Yosworth - B.S.	4	*300 0 0	1835	17 13 0	191 10 0	-	1,261 10 0	14 8 0
-	-	175 0 0	1846	-	390 0 0	-	-	-
-	-	19 10 0	1855	-	-	-	-	-
Yosworth - B.C.	7	-	-	1 13 4	20 0 0	-	15 0 0	1 3 0
Yosworth - N.S.	-	100 0 0	1851	-	-	-	-	-
Yosfield, Great - N.S.	6	516 0 0	1855	4 14 114	58 6 8	24 3 4	42 1 8	22 18 0
Yoshouses, St. Edward's - N.S.	6	-	-	2 12 84	151 10 0	-	38 15 0	24 5 0
Yosington - N.S.	-	*28 0 0	1834	-	-	-	-	-
Yosoft - N.S.	6	82 10 0	1840	-	-	-	52 10 0	-
-	-	5 1 0	1849	-	-	-	-	-
Yosington - N.S.	-	89 0 0	1845	-	-	-	-	-
Yosup - N.S.	-	76 0 0	1847	-	-	-	-	-
Yoslesall - N.S.	7	*100 0 0	1834	2 17 11	152 0 0	-	224 10 10	3 4 0
Yoslesall, Greystones - N.S.	7	-	-	-	48 6 8	-	197 16 8	-
Yoslesall, Parsonage - N.S.	-	-	-	-	-	-	-	-
Yoslesfield, Ch. of E. - N.S.	7	-	-	2 5 34	-	-	183 16 8	-
Yoslesfield, Peoffes Sch. - N.S.	6	-	-	3 0 54	-	-	-	14 2 0
Yoslesfield, High Green - B.S.	10	101 0 0	1845	8 5 04	139 14 2	16 13 4	325 10 0	50 19 0
-	-	100 0 0	1848	-	-	-	-	-

a Retiring pension.

b This school has merged into Ecclesall N.S.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- fied Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Refor- matory and Indus- trial Schools.
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Ecclesfield, Shire Green, Pismire Hill - N.S.	205 8 0	1857						
Eccleshill - N.S.	150 0 0	1844	5 8 4					
Elland - N.S. 12	500 0 0	1847	12 9 4	278 8 4	-	784 5 0	77 10 0	
" - - -	10 0 0	1851						
" - - -	13 6 8	1853						
Elmsall, South - Wes. 10	323 10 9	1856	4 13 4	15 0 0	-	-	6 11 0	
Elsecar - N.S. 8	222 0 0	1852	11 10 11	124 6 8	90 0 0	339 18 4	35 17 0	25 15
Embsay-cum-Eastby, St. Mary's - N.S. 1	126 0 0	1840	7 14 6	67 10 0	-	270 15 10	32 10 0	
" - - -	57 0 0	1850						
Esrick - N.S. 5	-	-	-	108 0 0	-	507 15 10	14 17 0	
Etton - N.S. 6	292 0 0	1856	2 0 10	26 5 0	-	21 5 0	4 5 0	
Etton, Infants - N.S.	91 0 0	1857						
Farnley - N.S.	336 0 0	1846						
Farnley Tyas - N.S.	-	-	1 13 4					
Farsley, St. John's - N.S. 10	236 0 0	1848	2 17 7	13 10 0	-	109 10 0	54 4 0	
" - - -	286 17 0	1857						
Fenton (Church) - N.S.	*40 0 0	1840						
Filey - Ch. of E. 6	-	-	1 8 4	6 5 0				
Filey - Wes. 7	-	-	-	46 0 0				
Flemborough - N.S. 6	100 0 0	1846	3 0 0	31 5 0	-	-	6 3 0	
Flockton (Manor House) - B.S. 3	-	-	3 2 8	12 0 0	-	192 9 2	2 15 0	
Poston - N.S. 4	25 0 0	1844	-	3 15 0	-	-	2 1 0	
Friday Thorpe - N.S.	26 0 0	1841						
Frodingham, North - N.S. 6	85 0 0	1846	-	-	-	36 19 2	8 13 0	
Fulford - N.S.	35 0 0	1845						
Fulwood - N.S.	45 0 0	1841	1 8 8					
Garforth - N.S. 10	-	-	2 5 10	11 5 0	-	-	4 5 0	
Garforth - Wes. 3	-	-	2 10 0	80 12 6	-	50 0 0	25 15 0	
Gargrave - N.S. 2	248 7 8	1846	11 3 5	202 0 0	-	343 13 4	50 3 0	
" - - -	12 13 0	1856						
Gargrave, St. Mary's R.C.	-	-	0 18 8					
Garsdale - N.S.	54 0 0	1841	-	-	-	73 6 8		
Garthorpe - N.S. 5	-	-	-	-	-			
Garton-on-the-Wolds Ch. of E. 6	-	-	-	18 15 0				
Gawthorpe - N.S.	123 10 0	1841						
" - - -	46 6 8	1857						
Giggleswick - N.S. 2	-	-	2 16 2	16 5 0	-	31 8 4	31 11 0	
Gildersome - N.S.	*73 0 0	1840						
" - - -	16 10 0	1840						
" - - -	10 0 0	1846						
" - - -	6 10 0	1847						
Gilling - N.S. 4	208 0 0	1848	1 11 0	126 0 0	-	471 17 6	97 1 0	
Golcar - N.S. 10	-	-	-	-	-	-	4 5 0	
Goldsborough - N.S. 4	-	-	1 13 4	23 15 0	-	-	1 14 0	
Gomersall, Little - N.S. 1	170 0 0	1844	3 10 10	22 15 0	-	209 5 0	36 2 0	
Goole, St. John's - N.S. 5	288 0 0	1847	5 4 2	87 10 0	-	447 8 4	25 10 0	
" - - -	83 5 0	1857						
Goole - Wes. 12	-	-	12 18 2	107 10 0	-	450 0 0	60 8 0	
Grassington - N.S. 1	110 0 0	1846	4 3 3	26 13 4	-	306 7 6	35 8 0	
" - - -	50 0 0	1852						
Greenholme Mills - B.S. 4	-	-	-	3 15 0	-	3 15 0	17 4 0	
Greetland - Wes. 9	-	-	13 13 8	46 0 0	-	612 16 8	107 3 0	
Greenhow and Bridge House Gate - N.S.	-	-	2 5 1					
Grewelthorpe - N.S.	*36 0 0	1837	1 2 0					
Grimstone (Lady Lon- desborough's) - 3	-	-	-	15 11 8				
Grindleton - N.S.	*30 0 0	1838						
Grosmont - N.S.	54 0 0	1846	1 6 8					
" - - -	34 0 0	1857						
Guisborough (Provi- dence) - N.S. 4	261 0 0	1857	-	18 0 0	-	39 16 3	7 9 3	
Guisley - N.S.	*100 0 0	1841	10 19 11					
Gunnorside - Wes. 6	-	-	-	6 5 0	-	6 5 0	10 15 0	
Hansworth - B.S.	*40 0 0	1836						

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	Amount.	Date of Payment.						
YORKSHIRE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mr. (Copley Henry) - Ch. of E. 11	- - -	-	23 13 11	177 9 2	- - -	800 4 2	- - -	- - -
Mr. Haley Hill - " "	- - -	-	230 0 0	- - -	- - -	- - -	- - -	- - -
Mr. - N.S. 11	- - -	-	22 12 54	135 5 0	20 16 8	875 13 4	- - -	- - -
Mr. - Night Sch. - " "	- - -	-	216 0 8	32 3 4	- - -	- - -	- - -	- - -
Mr. Holy Trinity N.S. 11	- - -	-	7 3 94	40 3 4	- - -	599 5 10	12 8 0	- - -
Mr. Orange Street - Wes. 9	816 0 0	1837	5 0 04	10 0 0	- - -	- - -	- - -	- - -
Mr. (Queen's Hall) - N.S. 12	400 0 0	1848	16 2 33	101 15 0	86 5 0	812 0 0	53 16 0	- - -
Mr. St. James' - " "	- - -	-	211 11 4	- - -	- - -	- - -	- - -	- - -
Mr. Hills - N.S. 10	432 0 0	1845	10 12 11	216 15 0	36 13 4	1,251 10 0	24 15 0	- - -
Mr. St. James' - N.S. 10	300 0 0	1840	5 8 71	166 10 0	20 0 0	1,142 0 0	19 15 0	- - -
Mr. South-east - N.S. 12	513 0 0	1845	11 10 11	250 6 8	- - -	1,075 1 8	64 7 0	- - -
Mr. Great Al- - B.S.	350 0 0	1845	7 19 84	- - -	- - -	- - -	- - -	- - -
Mr. Upper - B.S.	30 0 0	1854	- - -	- - -	- - -	- - -	- - -	- - -
Mr. - N.S.	35 0 0	1851	- - -	- - -	- - -	- - -	- - -	- - -
Mr. Worth - Woodhouse - N.S. 10	- - -	-	- - -	11 5 0	- - -	- - -	- - -	- - -
Mr. Heaton - N.S.	130 0 0	1845	2 10 84	- - -	- - -	- - -	- - -	- - -
Mr. - " - N.S. 10	74 0 0	1851	- - -	95 0 0	116 5 0	32 10 0	11 16 0	- - -
Mr. High - N.S. 3	100 0 0	1837	4 5 3	- - -	- - -	173 6 8	10 8 0	- - -
Mr. Low, - " - N.S. 4	100 0 0	1841	- - -	- - -	- - -	- - -	- - -	- - -
Mr. Mary's - N.S. 4	50 0 0	1837	4 2 7	93 7 6	- - -	92 18 4	9 13 0	- - -
Mr. - N.S. 4	135 0 0	1847	2 5 114	3 15 0	- - -	52 10 0	23 0 0	- - -
Mr. - N.S. 1	16 0 0	1847	- - -	- - -	- - -	- - -	- - -	- - -
Mr. - N.S. 1	27 0 0	1851	4 16 34	50 8 4	- - -	684 0 0	112 4 0	- - -
Mr. - N.S.	95 0 0	1855	- - -	- - -	- - -	- - -	- - -	- - -
Mr. - N.S.	12 13 4	1856	- - -	- - -	- - -	- - -	- - -	- - -
Mr. - Wes. 5	- - -	-	15 10 114	66 0 0	- - -	441 15 10	102 8 0	- - -
Mr. - B.S.	- - -	-	26 13 4	- - -	- - -	- - -	- - -	- - -
Mr. - R.C. 7	125 0 0	1837	- - -	- - -	- - -	- - -	- - -	- - -
Mr. - N.S. 9	45 0 0	1848	2 14 104	48 18 4	- - -	117 10 0	- - -	- - -
Mr. - N.S. 10	187 0 0	1848	9 9 34	92 2 6	- - -	276 18 4	24 15 0	- - -
Mr. - " - Par. 8	46 0 0	1856	- - -	- - -	- - -	- - -	- - -	- - -
Mr. - N.S. 2	296 0 0	1847	2 6 84	55 0 0	- - -	15 0 0	21 13 0	- - -
Mr. Bar's - N.S. 6	296 0 0	1847	4 2 54	141 12 6	- - -	275 3 4	17 7 0	- - -
Mr. - N.S. 6	99 0 0	1837	- - -	15 0 0	- - -	15 0 0	7 10 0	- - -
Mr. - N.S. 8	- - -	-	1 11 64	48 15 0	- - -	126 13 4	15 19 0	- - -
Mr. - Wes. 5	- - -	-	2 0 0	25 0 0	- - -	42 10 0	25 16 0	- - -
Mr. - N.S.	45 0 0	1856	6 9 4	- - -	- - -	- - -	- - -	- - -
Mr. - N.S. 6	293 0 0	1856	5 0 0	18 15 0	- - -	12 1 8	6 17 0	- - -
Mr. and Wortley B.S.	150 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
Mr. (Lane End) B.S.	50 0 0	1837	- - -	- - -	- - -	- - -	- - -	- - -
Mr. - West 4	- - -	-	2 6 9	3 15 0	- - -	28 15 0	24 0 0	- - -
Mr. - R.C.	- - -	-	1 6 84	- - -	- - -	- - -	- - -	- - -
Mr. Bridge - N.S. 10	190 0 0	1842	4 2 94	11 5 0	- - -	- - -	27 10 0	- - -
Mr. - " - N.S.	30 0 0	1845	- - -	- - -	- - -	- - -	- - -	- - -
Mr. on Spalding - N.S.	- - -	-	2 2 34	- - -	- - -	- - -	- - -	- - -
Mr. - Wes. 4	- - -	-	8 6 84	111 7 6	- - -	291 5 0	26 11 0	- - -
Mr. - N.S.	500 0 0	1846	2 13 6	- - -	- - -	- - -	- - -	- - -
Mr. - N.S. 8	- - -	-	12 14 14	233 13 4	- - -	545 8 4	86 2 0	- - -
Mr. - N.S. 7	200 0 0	1845	4 6 84	98 5 0	- - -	50 8 4	15 11 0	- - -
Mr. North Town - N.S. 10	- - -	-	2 13 4	36 0 0	- - -	29 0 0	24 6 0	- - -
Mr. Great (Rich- - Wes. 4	394 2 6	1853	18 1 54	48 15 0	- - -	123 5 0	14 16 0	- - -
Mr. (and Terrace) - Wes. 12	238 0 0	1850	8 11 84	68 15 0	46 11 8	324 0 0	41 15 0	- - -
Mr. - N.S. 8	- - -	-	7 7 10	121 5 0	- - -	559 13 4	31 8 0	- - -

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Ref at a Int Sch
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Hoylandswaine - N.S.	8	£ 135 0 0	1850	£ 1 14 0	78 15 0	-	£ 69 0 0	33 14 0
Hoyle-Mill, Infants - N.S.	7	193 0 0	1854	2 0 0	-	-	-	5 0 0
Huddersfield, Long-royd Bridge - N.S.	12	-	-	22 2 6	225 6 8	-	729 1 8	73 2 0
Huddersfield, Lower Houses - N.S.	-	100 0 0	1847	2 10 8	-	-	-	-
Huddersfield, St. Paul's - N.S.	11	800 0 0	1848	18 18 4	234 6 8	-	915 2 6	21 1 0
Huddersfield (Seed Hill), St. Peter's - N.S.	11	*170 0 0 204 0 0	1840 1846	12 10 3	248 14 2	-	1,366 11 3	23 0 0
Huddersfield, Holy Trinity - N.S.	11	82 10 0	1844	7 1 2	228 8 4	-	1,082 3 4	38 18 0
Huddersfield - B.S.	-	*250 0 0	1839	-	-	-	-	-
Hull, Holy Trinity (Vicar Lane) - N.S.	5	-	-	21 7 4	60 0 0	-	239 10 0	15 0 0
Hull, Nautical - S.	5	-	-	10 0 0	54 3 4	-	37 10 0	-
Hull (Salthouse Lane) - N.S.	5	450 0 0 20 0 0	1852 1853	19 2 1	117 9 2	-	883 16 3	20 10 0
Hull, St. James' - N.S.	6	600 0 0 218 10 0	1845 1849	26 5 0	86 5 0	-	1,272 18 4	-
Hull, St. John's (late Savings Bank B.S.), - N.S.	5	350 0 0 170 0 0	1854 1855	20 11 5	116 18 4	134 11 8	363 13 4	21 12 0
Hull, St. Mark's - N.S.	6	183 0 0 30 0 0	1840 1843	2 19 9	109 19 2	-	780 5 0	30 18 0
Hull, St. Mary's - N.S.	-	*187 0 0	1838	-	-	-	-	-
Hull, St. Mary's - R.C.	3	925 4 0	1887	-	-	-	-	-
Hull, St. Stephen's (Collier Street) - N.S.	6	231 0 0 22 10 0	1842 1848	35 15 2	183 11 8	-	1,533 8 4	21 13 0
" " - "	-	541 0 0	1886	-	-	-	-	-
Hull, Edward Street (Dock Green Head) B.S.	-	*305 0 0	1834	-	-	-	171 15 0	-
Hull, Savings Bank & B.S.	-	-	-	-	-	-	-	-
Hull (Holderness Ward) - B.S.	12	*200 0 0	1840	13 15 3	136 5 0	-	923 5 0	20 15 0
Hull, Ragged Indust. S.	-	1,277 0 0	1857	-	-	-	-	-
Hull (South Myton) Wes.	1	420 0 0	1861	25 0 2	181 8 4	53 15 0	806 5 0	-
Hull (Canning Street) - R.C.	8	-	-	8 2 6	70 12 6	-	676 5 0	48 13 0
Hull - P.U.	5	-	-	-	-	-	5 0 0	-
Hunmanby - N.S.	6	-	-	3 3 6	37 10 0	-	42 1 8	20 4 0
Hunsingore - N.S.	-	-	-	2 6 2	-	-	-	-
Huntington - Par.	5	-	-	-	-	-	-	11 14 0
Hustwaite - N.S.	-	*40 0 0	1839	-	-	-	-	-
Hutton Cranswick - N.S.	-	75 0 0	1845	-	-	-	-	-
Hutton, Sheriff - Wes.	5	33 10 0	1850	8 12 10	80 0 0	-	218 16 8	16 2 0
Hutton's Ambo - N.S.	-	21 10 0 20 0 0	1836 1842	-	-	-	-	-
" " - "	-	95 0 0	1857	-	-	-	-	-
Hutton-in-Rudby - N.S.	-	*80 0 0	1836	-	-	-	-	-
Idle - N.S.	1	300 0 0	1847	5 11 7	-	-	223 6 8	28 5 0
Idle - Wes.	-	-	-	6 5 0	-	-	-	-
Ingleton - N.S.	-	150 0 0	1848	2 13 4	-	-	-	-
Ingrow - N.S.	1	200 0 0	1845	11 6 9	55 13 4	-	640 0 0	98 5 0
Keighley - N.S.	1	*650 0 0	1835	32 9 1	189 10 0	90 0 0	1,128 19 2	44 4 0
Keighley - B.S.	-	*81 0 0	1835	-	-	-	-	-
Keighley - Wes.	5	-	-	-	31 0 0	-	179 6 8	35 19 0
Kelbrooke - N.S.	-	50 0 0	1841	-	-	-	-	-
Keyingham - N.S.	6	*35 0 0	1835	2 1 8	-	-	82 15 4	-
Kilburn - N.S.	3	12 10 0	1867	-	-	-	-	3 8 0
Kildwick - N.S.	1	-	-	6 17 7	127 10 0	20 10 0	163 0 0	54 0 0
Kilham - N.S.	5	150 0 0	1849	-	15 0 0	-	-	-
Kilnhurst - N.S.	3	*50 0 0	1836	2 14 3	15 2 6	-	2 10 0	13 6 0
Kilnecross, St. Paul's - N.S.	12	396 0 0 200 0 0	1849 1852	16 4 0	311 11 8	-	1,037 0 0	70 4 0
Kirkburton, Boys - N.S.	10	29 0 0	1853	-	-	-	348 0 0	17 8 0
Kirkburton, Girls - N.S.	10	80 0 0	1845	9 5 8	77 10 0	-	368 5 0	5 10 0
" " - "	-	7 19 6	1847	-	-	-	-	-

a Scientific apparatus.

b Now called St. John's N.S.

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Name and Locomotion of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
Yarmouth—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Wes. 7	214 0 0	1849	6 8 10	22 10 0	-	208 0 0	24 3 0	
- - - - -	18 11 6	1856						
- - - - -	745 4 0	1857	8 4 3	81 0 0	-	60 16 8	5 15 0	
St. Girls	-	-	0 12 3	-	-	-	-	-
Hall (in	-	-	-	11 5 0	-	-	7 11 6	-
Ch. of E. 10	-	-	-	-	-	-	-	-
- - - - -	*95 0 0	1838	1 4 7	-	-	-	-	-
- - - - -	50 0 0	1845	-	-	-	-	-	-
- - - - -	3 0 0	1848	-	-	-	-	-	-
Ch. of E. 5	-	-	-	5 0 0	-	5 0 0	-	-
- - - - -	*68 0 0	1841	3 4 1	-	-	-	32 11 0	-
in-Bowland	60 0 0	1842	0 18 9	-	-	-	-	-
on-Ouse	-	-	3 4 9	-	-	27 1 8	45 6 0	-
- - - - -	80 0 0	1843	-	-	-	-	-	-
- - - - -	86 0 0	1857	-	-	-	-	-	-
- - - - -	200 0 0	1845	8 6 4	159 13 6	-	385 6 8	80 13 0	-
Sykes' Head	-	-	-	-	-	-	-	-
Wes. 6	128 0 0	1855	7 18 7	73 10 0	-	503 7 6	79 19 0	-
- - - - -	-	-	26 13 4	-	-	-	-	-
- - - - -	140 0 0	1857	2 0 8	-	-	-	-	-
- - - - -	613 0 0	1857	0 13 4	-	-	-	-	-
- - - - -	300 0 0	1847	3 4 5	23 15 0	-	149 15 0	21 17 0	-
St. John's	-	-	2 18 4	94 0 0	-	253 10 0	20 5 0	-
- - - - -	38 10 0	1852	3 1 3	25 0 9	-	-	14 2 0	-
- - - - -	150 0 0	1854	-	-	-	-	-	-
- - - - -	70 0 0	1843	1 13 4	-	-	-	-	-
- - - - -	70 0 0	1852	-	24 6 8	-	40 15 0	16 1 0	-
- - - - -	18 16 3	1857	-	-	-	-	-	-
North	200 0 0	1841	-	-	-	-	-	-
South	*125 0 0	1839	-	-	-	-	-	-
- - - - -	84 0 0	1848	-	5 0 0	-	5 0 0	4 7 0	-
- - - - -	208 0 0	1847	0 15 0	-	-	22 10 0	29 3 0	-
Girls	-	-	-	5 0 0	-	-	-	-
Wes. 5	560 0 0	1857	4 3 4	8 6 8	-	14 13 4	6 15 4	-
- - - - -	*140 0 0	1837	18 3 11	106 5 0	-	1,194 10 0	58 10 0	-
- - - - -	337 0 0	1857	-	-	-	-	-	-
- - - - -	631 0 0	1855	5 16 11	57 10 0	-	114 16 8	21 5 0	-
- - - - -	171 2 6	1853	4 0 0	57 7 6	-	171 10 0	42 18 0	-
- - - - -	-	-	3 3 0	66 5 10	-	37 10 0	12 8 0	-
- - - - -	44 2 0	1857	-	52 10 0	-	485 8 4	3 10 0	-
- - - - -	*250 0 0	1836	16 5 4	97 10 0	-	169 15 0	24 13 0	-
- - - - -	-	-	10 16 8	-	-	-	-	-
All Saints' N.S. 7	117 0 0	1849	3 0 4	12 0 0	-	14 10 0	-	-
St. Joseph's	-	-	-	-	-	-	-	-
R.C. 9	-	-	3 3 4	-	-	20 0 0	14 6 0	-
The	-	-	-	-	-	-	-	-
St. Mary's R.C. 7	-	-	6 16 8	75 0 0	-	-	-	-
Nether N.S. 7	60 0 0	1852	1 14 7	-	-	-	-	-
Far Town N.S. 10	200 0 0	1845	4 2 9	48 17 6	22 10 0	284 15 0	64 12 0	-
Low Town N.S. 10	260 0 0	1843	5 1 4	32 10 0	-	284 10 0	15 12 0	-
- - - - -	*150 0 0	1837	-	-	-	-	-	-
- - - - -	-	-	1 2 3	-	-	-	8 7 0	-
- - - - -	-	-	2 0 0	-	-	31 5 0	-	-
Infants N.S. 12	54 0 0	1842	-	-	-	-	-	-
Endowed	-	-	-	-	-	-	-	-
Grammar School	-	-	2 3 3	16 10 0	-	250 10 0	15 7 0	-
- - - - -	-	-	1 10 0	-	-	-	4 18 0	-
- - - - -	-	-	-	24 5 0	-	6 5 0	12 11 0	-
- - - - -	-	-	19 12 2	153 1 8	-	1,024 15 0	23 4 0	-
- - - - -	*50 0 0	1837	2 5 10	141 10 10	-	299 9 2	8 8 0	-
- - - - -	140 0 0	1853	-	-	-	-	-	-
- - - - -	120 15 0	1857	-	-	-	-	-	-
- - - - -	-	-	4 9 4	71 10 0	-	76 6 8	6 9 0	-
Corporation	-	-	-	-	-	-	-	-
- - - - -	-	-	2 19 2	87 0 0	-	193 6 8	12 6 0	-
- - - - -	-	-	29 18 4	-	-	-	-	-
- - - - -	87 0 0	1847	-	-	-	6 9 2	-	-
Cathedral, Boys	-	-	-	-	-	-	-	-
N.S. 9	238 7 6	1853	7 19 7	138 9 2	-	389 5 10	31 0 0	-
- - - - -	-	-	18 0 0	-	-	-	-	-

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	R 1 S
		Amount.	Date of Payment.						
YORKSHIRE—cont.									
Ripon, Girls	N.S.	9	-	-	54 16 8	13 6 8	153 0 0	17 9 0	
Ripon, Holy Trinity	N.S.	9	*147 0 0	1837	11 15 21	63 6 8	-	389 2 6	27 5 0
"	"	"	50 0 0	1854					
"	"	"	47 0 0	1856					
Ripon	Wes.	5	176 0 0	1844	3 15 01	30 0 0	-	178 10 0	7 10 0
Ripponden	N.S.	12	30 0 0	1850	4 15 5	47 11 3	-	213 3 4	33 1 0
Rise	N.S.	6	-	-	0 3 41	14 3 4	-	-	-
Robert Town	N.S.	10	230 0 0	1850	-	11 5 0	-	-	7 2 0
Roecliffe	N.S.	6	-	-	4 10 51	159 10 0	-	106 13 4	11 19 0
Roos	N.S.	6	-	-	-	254 18 4	-	243 5 0	56 1 0
Rotherham	N.S.	8	330 0 0	1848	8 7 21	180 6 8	30 0 0	587 1 8	42 15 0
"	"	"	18 15 0	1856					
Rotherham, Park Gate	N.S.	8	-	-	3 5 01	12 17 6	-	229 8 4	14 13 0
Rotherham and Mas- bro'	B.S.	2	*349 0 0	1834	11 14 11	47 0 0	-	86 11 8	12 18 0
Roystone	N.S.	7	150 0 0	1845	3 11 31	36 5 0	-	39 11 8	9 5 0
Rylstone District	N.S.	-	75 0 0	1852					
Salterhebble, All Saints'	N.S.	11	444 0 0	1855	4 16 81	34 0 0	-	29 0 0	23 16 0
Salterforth	N.S.	-	54 0 0	1844					
Scammonden	N.S.	-	50 0 0	1846					
Scamptown	N.S.	5	-	-	-	109 10 0	-	116 9 2	-
Scarborough	N.S.	6	*85 0 0	1838	1 10 71	34 11 8	-	44 11 8	5 17 0
Scarborough	Wes.	6	753 0 0	1846	7 0 0	11 5 0	-	13 1 8	13 3 3
Scholes	N.S.	-	105 0 0	1847	1 4 71				
Scissett, or High Hoyland	N.S.	8	83 0 0	1841	8 4 61	30 5 0	-	225 10 0	49 10 0
Sculcoates	N.S.	-	250 0 0	1852	1 15 81				
Sculcoates, Ch. Ch.	N.S.	5	474 0 0	1840	40 11 51	169 5 0	-	1,281 16 8	
Sculcoates, St Paul's	N.S.	-	*100 0 0	1834	2 1 51				
"	"	"	10 0 0	1845					
Seacroft	N.S.	9	30 0 0	1835	6 5 2	65 0 0	-	84 7 6	34 18 0
Sedbergh	N.S.	4	115 0 0	1841	-	9 0 8	-	-	-
"	"	"	15 0 0	1857					
Sedbergh	B.S.	5	125 0 0	1843	7 1 71	10 0 0	-	222 5 0	56 4 0
"	"	"	62 10 0	1845					
"	"	"	73 0 0	1855					
Selby	Wes.	6	-	-	14 15 21	23 7 6	-	605 4 2	13 12 0
Selby, Grey Coat	-	4	-	-	-	31 13 4	-	-	-
Sessay Village School	-	-	-	-	1 13 41				
Settle	N.S.	2	-	-	6 19 10	45 0 0	-	267 9 2	32 1 0
Settle, Infants	N.S.	2	-	-	-	-	-	-	8 1 0
Settrington	N.S.	6	-	-	1 16 101	54 7 6	-	40 5 10	29 6 0
Shadwell	N.S.	-	56 0 0	1847	1 6 7				
Sharow	N.S.	10	212 0 0	1837	2 1 41	11 5 0	-	-	9 4 0
Sheffield	B.S.	-	*250 0 0	1837					
Sheffield, Central (Carver Street)	N.S.	8	-	-	31 17 8	138 19 2	-	1,655 15 0	73 4 0
Sheffield, Ebenezer	Wes.	11	-	-	4 3 41	20 16 8	-	-	2 10 3
Sheffield, Parish Ch.	N.S.	3	-	-	-	26 0 0	-	173 8 4	3 10 0
Sheffield, St. George's	N.S.	8	1,393 0 0	1846	13 19 51	167 0 0	14 11 8	2,451 1 8	42 0 0
Sheffield, St. Marie's (Surrey Street)	E.C.	7	*350 0 0	1835	30 15 1	148 0 0	-	561 15 0	70 17 0
Sheffield, St. Mary's	N.S.	8	338 10 0	1842	35 15 111	182 13 4	135 16 8	1,657 0 10	45 0 0
"	"	"	40 0 0	1845					
"	"	"	100 0 0	1850					
"	"	"	16 14 8	1855					
"	"	"	44 3 6	1857					
Sheffield, St. Paul's	N.S.	8	230 0 0	1844	8 6 31	109 11 8	-	543 6 8	22 18 0
Sheffield, St. Peter's	N.S.	-	600 0 0	1855	10 8 41				
Sheffield, St. Philip's	N.S.	8	185 0 0	1845	-	413 6 8	-	346 10 0	
Sheffield Park, St. John's	N.S.	8	322 0 0	1846	16 9 81	5 16 8	-	669 13 6	
Sheffield Park	Wes.	12	538 0 0	1847	11 7 21	232 18 4	-	1,106 16 8	14 0 0
Sheffield, St. Vincent of Paul	R.C.	8	534 15 0	1853	17 17 10	71 14 2	30 0 0	437 6 8	85 13 0

s. Retiring pension.

Name and Designation of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform- atory and Industrial Schools.
	Amount.	Date of Payment.						
BAKINGHE—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
... B.S.	90 0 0	1836						
... B.S.	90 0 0	1839						
... St. Paul's N.S.	76 10 0	1864	1 12 3					
... St. Paul's N.S.			8 4 0					
... N.S.				15 0 0				
... Endowed N.S.	4		1 10 0	30 0 0		39 15 0	29 12 0	
... N.S.	8		1 9 8	110 8 4			2 4 0	
... Ch. of E.	8					132 10 0	30 5 0	
... Girls and								
... N.S.	8	237 0 0	1851	1 9 0	33 16 8	174 15 0	37 10 0	
... N.S.	2	50 0 0	1836	3 10 7	44 7 6	15 8 4	18 0 0	
... Wea.	4	58 0 0	1855	11 6 9	33 15 0	39 5 0	53 4 0	
... N.S.			2 1 8					
... Wea.			1 2 9					
... N.S.	75 0 0	1846	1 13 2					
... N.S.	1		4 10 8	95 0 0		146 0 0	22 1 0	
... Ch. Ch.	1	75 0 0	1845				8 4 0	
... B.S.	5	415 0 0	1857	14 7 9	117 10 0	603 10 0	107 3 0	
... Wea.	6		6 13 4	21 5 0		300 3 4	64 19 0	
... St. Stephen's								
... R.C.	7		1 13 4				9 9 0	
... Lower, N.S.	11	154 0 0	1841	13 8 3		825 17 6	75 6 0	50 7 1
... "		2 0 0	1850					
... "		7 0 0	1851					
... "		120 0 0	1857					
... Upper, N.S.	11	190 0 0	1846	4 1 1	45 0 0	75 0 0		11 16 0
... "		7 0 0	1849					
... "		3 13 0	1850					
... Old (Free)		133 0 0	1846					
... N.S.	6			84 5 0				
... N.S.		55 0 0	1833	1 11 6				
... "		37 0 0	1849					
... N.S.	3						1 15 0	
... Wea.	12	334 0 0	1849	8 6 4	58 0 0	239 10 0	15 0 0	
... N.S.	11			3 10 1	76 5 0		31 1 0	
... Bridge	12	245 0 0	1838	2 13 8	13 18 0	61 3 4	30 0 0	
... Bridge	9			3 14 4	143 10 0	591 14 2	74 19 0	
... Chapelry								
... N.S.				4 6 3				
... St. George's								
... N.S.	12	260 0 0	1845	6 13 4	83 15 0	451 3 0	76 2 0	
... St. Mary's								
... N.S.	11		6 10 9				46 11 0	
... N.S.	4	174 15 0	1851	1 17 4		70 0 0		
... Borough, Hood								
... N.S.					33 0 0			
... N.S.	5	100 0 0	1851		26 10 0			
... in-Haworth								
... N.S.	2	87 0 0	1846				3 11 0	
... St. Peter's								
... N.S.	8	177 0 0	1848	6 4 3	99 10 0	354 0 10	41 12 0	
... "		80 0 0	1856					
... "St.								
... N.S.		250 0 0	1846	2 0 0				
... "		16 0 0	1848					
... N.S.	10	52 10 0	1842	0 19 1		32 10 0		
... N.S.	9	70 10 0	1851	1 0 5	84 5 0	85 8 4	31 0 0	
... Wea.	5			2 13 4	45 0 0	37 10 0	11 14 0	
... N.S.	12			3 15 3	30 5 0		19 17 0	
... in-Derwent		40 0 0	1844	0 13 2				
... in-Kildwick	2				12 10 0		2 8 4	21 19 0
... N.S.		90 0 0	1849					
... Wea.	12			4 3 7		95 10 0		
... N.S.	4	36 0 0	1843	5 8 6	26 15 0	18 15 0	19 7 0	2 2 9
... "		418 16 8	1854					
... West		11 14 0	1857					
... N.S.	10			3 1 8	186 0 0	107 10 0	29 6 0	
... N.S.	7			10 0 0				
... N.S.				4 3 4	37 10 0	92 10 0	26 8 0	
... N.S.		35 0 0	1851	8 5 10				

α Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensioners.	Grants on account of Assistant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	C
	Amount.	Date of Payment.						
YORKSHIRE—cont.								
Thirsk - - - B.S. 3	125 0 0	1840	12 17 04	166 13 4	-	563 6 8	96 10 0	
" - - - " - - -	50 0 0	1847						
" - - - " - - -	80 0 0	1854						
Thornaby - - - N.S. 3	300 0 0	1847	5 17 4	-	-	2 10 0		
Thornaby with Cottingham - Ch. of E. 5	-	-	-	25 0 0	-	20 0 0		
Thorner - - - N.S. 10	-	-	1 13 44	19 5 0	-	-	8 14 2	
Thornes - - - N.S. 8	-	-	2 7 04	160 3 4	-	129 16 8	20 2 0	
Thornton - - - N.S. 12	20 0 0	1844	-	-	-	10 0 0		
" - - - " - - -	15 0 0	1846	-	-	-	-		
Thorpe Hesley - N.S.	147 0 0	1840	1 10 04	-	-	-		
Thorpe Hesley - Wes.	-	-	1 16 9	-	-	-		
Thorpe Salvin - N.S.	-	-	1 6 74	-	-	-		
Thurgoland - - N.S. 7	160 0 0	1851	5 7 04	7 10 0	-	170 11 8		
Thurstonland, Endowed Par. 11	20 0 0	1843	7 4 84	136 13 4	-	350 13 6	33 9 0	
" - - - " - - -	52 8 0	1845	-	118 6 8	-	-		
" - - - " - - -	36 0 0	1855	-	-	-	-		
Tickton - - - N.S. 6	64 0 0	1848	1 13 4	18 15 0	-	18 15 0	9 1 0	
Timble, Great - B.S.	*22 0 0	1836	-	-	-	-		
Topcliffe - - - N.S. 10	-	-	1 13 54	19 10 0	-	-	4 15 0	
Townley - - - R.C.	-	-	2 13 64	-	-	-		
Tunstall - - - Ch. of E. 3	-	-	-	-	-	-	12 4 0	
Ulleskeffe - - - Ch. of E. 3	-	-	-	17 10 0	-	-	8 2 0	
Wadsley - - - N.S. 8	*152 0 0	1839	12 14 104	191 0 0	-	624 13 4	32 4 0	
" - - - " - - -	100 0 0	1855	-	-	-	-		
" - - - " - - -	20 0 0	1856	-	-	-	-		
Wadsworth - - - N.S. 3	72 10 0	1842	3 13 6	122 10 0	-	-	18 10 0	
" - - - " - - -	11 3 4	1856	-	-	-	-		
Wakefield - - - Wes. 5	500 0 0	1857	4 0 10	20 0 0	-	5 0 0		
Wakefield, All Saints' Boys - - - N.S. 8	9 14 8	1849	6 3 84	53 15 0	-	121 10 0	21 12 0	
Wakefield, All Saints', Girls - - - " - - - 8	-	-	3 0 34	58 11 8	-	200 0 0	8 10 9	
Wakefield, Holy Trinity N.S. 8	225 0 0	1847	13 5 4	271 3 4	-	582 10 10	37 10 0	
Wakefield, Lancasterian School - - - " - - - 3	75 0 0	1856	2 13 44	10 0 0	-	-		
Wakefield, St. Mary's N.S. 7	375 0 0	1857	-	-	-	-		
Wakefield, St. Andrew's N.S. 8	320 0 0	1846	5 15 0	25 16 8	-	201 10 10		
" - - - " - - -	18 6 4	1846	-	-	-	-		
" - - - " - - -	95 0 0	1849	-	-	-	-		
Wakefield, West-Riding Reformatory - - - " - - - 2	-	-	0 16 8	-	-	-		
Walton - - - N.S. 5	-	-	4 12 64	121 5 0	-	154 16 8	16 7 0	
Wansford, Great - N.S. 6	-	-	1 14 24	81 5 0	-	-	3 6 0	
Warmfield - - - B.S.	*50 0 0	1837	-	-	-	-		
Warmsworth - - - N.S. 8	-	-	1 12 114	33 15 0	-	-	5 6 0	
Wath-upon-Deerne - N.S.	-	-	1 18 0	-	-	-		
Weaverthorpe - - - N.S. 7	-	-	-	35 15 0	-	-		
Weighton, Market - N.S. 6	140 0 0	1843	4 9 24	97 10 0	-	433 18 4	46 11 0	
" - - - " - - -	-	-	510 0 0	-	-	21 0 0		
Welburn - - - N.S. 5	-	-	3 10 04	72 17 6	-	55 16 8	12 18 0	
Welham Bridge Ch. of E.	-	-	2 6 44	-	-	-		
Welton - - - N.S. 6	-	-	3 8 44	140 12 6	-	156 5 0	33 18 0	
Wentworth - - - N.S. 8	-	-	3 2 64	127 16 8	-	575 6 8	3 5 0	
Westgate Common N.S. 8	123 15 0	1852	3 19 64	47 10 0	-	90 0 0	21 6 0	
" - - - " - - -	35 0 0	1853	-	-	-	-		
Weston - - - N.S. 8	-	-	2 1 34	34 3 4	-	538 17 6		
Wetherby - - - N.S.	-	-	1 14 0	-	-	-		
Wetherby - - - Wes. 6	-	-	5 7 64	67 10 0	-	247 15 0	39 18 0	
Wetwang (Lady Sykes') 6	-	-	-	23 6 8	-	-		
Whiston - - - N.S. 8	*75 0 0	1839	2 3 94	55 0 0	-	96 15 0	8 19 0	
Whitby - - - N.S. 6	200 0 0	1845	11 1 5	61 5 0	-	673 2 6	15 5 0	
" - - - " - - -	90 0 0	1856	-	-	-	-		
Whitby - - - B.S. 5	97 12 6	1867	4 0 13	66 0 0	-	594 16 8	15 0 0	
Whitby - - - Wes. 5	-	-	20 17 84	77 16 8	-	165 6 8		
Whitley - - - Ch. of E. 4	-	-	-	-	-	36 0 0		
Whorlton - - - Par.	347 0 0	1857	1 13 4	-	-	-		

a Retiring pension.

b Scientific apparatus.

c Drawing gratuity.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					

ISLANDS.							
CHANNEL ISLANDS.							
Alderney - - - Wes. 10	150 0 0	1855	1 18 8½	38 15 0	-	21 13 4	
Guernsey, St. John's N.S. 10	*40 0 0	1812	10 18 2½	198 5 0	-	649 6 8	36 1 6
Guernsey, St. Peter's Port N.S. 10	-	-	11 15 8	7 10 0	-	-	18 4 0
Guernsey " " B.S. 10	*46 0 0	1839	8 11 2½	41 5 0	-	204 3 4	16 16 0
" " " " "	266 0 0	1843	-	-	-	-	-
" " " " "	9 18 9	1846	-	-	-	-	-
" " " " "	14 10 0	1856	-	-	-	-	-
Jersey " " - N.S. 10	*125 0 0	1840	8 19 5½	27 10 0	-	539 6 8	
" " " " "	51 0 0	1857	-	-	-	-	-
Jersey, Gorey " - N.S.	*100 0 0	1836	-	-	-	-	-
Jersey, Grouville, Central - N.S. 10	381 0 0	1857	3 6 8½	13 15 0	-	50 8 4	31 1 10
Jersey, St. James' N.S. 10	-	-	11 4 0½	79 11 8	-	570 0 0	
Jersey, St. Mark's N.S. 10	200 0 0	1846	as 13 4	104 11 8	-	548 6 8	37 10 2
" " " " "	16 5 0	1853	8 5 6½	-	-	-	-
" " " " "	27 17 6	1854	-	-	-	-	-
" " " " "	77 0 0	1857	-	-	-	-	-
" Evening Sch. -	-	-	-	-	-	6 0 0	
Jersey, St. Paul's - N.S. 8	-	-	5 6 0½	-	-	183 0 0	7 14 0
Jersey, Trinity - N.S. 10	-	-	-	-	-	20 16 8	10 11 0
ISLE OF MAN.							
Arbory - - - N.S. 8	*50 0 0	1835	1 17 3½	-	-	88 0 0	
Ballasalla - - - N.S. 9	83 0 0	1843	6 12 7½	48 0 0	-	338 0 0	39 12 0
Bishopscourt, Model N.S.	100 0 0	1855	5 18 5½	-	-	-	-
Castletown - - - N.S. 8	*90 0 0	1839	10 5 6	32 1 8	-	665 1 8	17 17 0
" " " " "	82 6 0	1850	-	-	-	-	-
Cronk-ne-Voddy, St. John's - N.S.	48 10 0	1842	2 0 0	-	-	-	-
Cronkbourne - - - N.S. 8	-	-	2 1 8	27 6 8	-	32 10 0	20 9 0
Dhoon Bridge - - - N.S.	*44 0 0	1836	-	-	-	-	-
Dolby - - - N.S. 8	-	-	1 15 4	-	-	62 10 0	11 3 0
Dolby - - - B.S.	150 0 0	1840	-	-	-	-	-
Douglas - - - Wes.	-	-	3 13 8½	-	-	-	-
Douglas, St. Barnabas' N.S. 8	85 0 0	1845	21 6 10½	60 8 4	-	1,289 5 0	73 19 0
" " " " "	16 13 4	1851	-	-	-	-	-
Douglas, St. George's (Athol Street) - N.S.	-	-	10 5 3	197 3 4	-	1,362 13 4	31 12 0
Foxdale, St. Patrick's (Mining) - Ch. of E. 9	100 0 0	1848	3 2 9	218 16 8	-	408 1 8	6 19 0
" " " " "	50 0 0	1850	-	-	-	-	-
Grenaby " - - N.S. 9	*50 0 0	1835	4 1 3½	25 0 0	-	221 10 0	27 3 0
Kirk Andreas - - - N.S. 9	*72 0 0	1837	5 0 11½	63 15 0	-	277 16 8	19 15 0
" " " " "	72 6 0	1848	-	-	-	-	-
Kirk German, St. John's - N.S. 8	70 0 0	1845	3 0 0	70 13 4	-	146 0 0	21 5 0
Kirk Marown - - - Par. 8	-	-	-	-	-	-	0 12 0
Kirk Maughold - - - Par.	140 5 0	1854	1 10 0	-	-	-	-
Kirk Michael - - - N.S.	*67 10 0	1841	-	-	-	-	-
Kirk Onchan - - - Par.	77 0 0	1842	2 10 0	-	-	-	-
Kirk Patrick - - - Par. 8	200 0 0	1855	6 1 8½	38 15 0	-	310 16 8	16 13 0
Kirk St. Anne's - - - N.S. 9	100 0 0	1852	1 12 10½	21 5 0	-	72 10 0	2 13 0
Laxey Glen - - - N.S. 8	*38 0 0	1836	4 7 2½	8 15 0	-	-	2 11 0
Man, Isle of, St. Jude's N.S.	63 0 0	1855	-	-	-	-	-
Malew, St. Mark's Ch. of E. 8	70 0 0	1845	4 9 6	-	-	115 0 0	18 1 0
" " " " "	30 0 0	1848	-	-	-	-	-
Peel, Christian's Endowed - - - N.S. 9	100 0	1842	11- 8 4	53 6 8	-	597 10 0	21 14 0

a Scientific apparatus.

Name and Description of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teacher- s.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
187 MAY-cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mathematical and School	8 112 0 0	1850	1 0 10	145 10 0	-	70 8 4	-	-
St. Mary's	8 75 0 0	1857	4 2 7 1	62 5 0	-	256 18 4	3 6 0	-
"	8 155 0 0	1835	9 6 10 1	59 17 6	-	180 18 4	12 0 0	-
"	8 122 15 3	1850	-	-	-	-	-	-
"	8 -	-	0 19 11 1	38 3 4	-	146 18 4	5 15 0	-
"	8 100 0 0	1840	3 7 4	35 11 8	-	102 10 10	5 10 0	-

WALES.

ANGLESEA.		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Mary's	N.S.	5	-	-	-	-	42 18 4	37 2 0	-
St. Peter's	B.S.	5	150 0 0	1847	5 9 7 1	-	152 0 0	-	-
St. Peter's	B.S.	5	-	-	-	-	-	-	-
St. Peter's	N.S.	5	171 0 0	1850	1 16 8	-	-	-	-
St. Peter's	N.S.	5	30 0 0	1840	9 0 1 1	-	27 18 4	-	-
St. Peter's	N.S.	5	90 0 0	1856	-	18 15 0	24 3 4	14 11 0	-
St. Peter's	B.S.	5	240 0 0	1856	-	-	-	-	-
St. Peter's	B.S.	5	18 0 0	1840	-	-	-	-	-
St. Peter's	N.S.	5	55 0 0	1840	4 9 0 1	125 0 0	240 5 0	15 0 0	-
St. Peter's	N.S.	5	15 6 3	1844	-	-	-	-	-
St. Peter's	B.S.	5	37 0 0	1856	21 4 1 1	124 9 2	813 2 11	89 0 0	-
St. Peter's	"	"	354 0 0	1840	-	-	-	-	-
St. Peter's	"	"	30 15 0	1853	-	-	-	-	-
St. Peter's	"	"	138 4 0	1856	-	-	-	-	-
St. Peter's	"	"	76 0 0	1856	-	-	-	-	-
St. Peter's	N.S.	5	75 0 0	1846	-	-	-	-	-
St. Peter's	Ch. S.	5	-	-	1 5 9 1	-	57 10 0	-	-
St. Peter's	N.S.	5	164 0 0	1849	0 9 4 1	72 18 4	61 9 2	9 2 0	-
St. Peter's	N.S.	5	149 0 0	1853	2 8 1 1	-	-	-	-
St. Peter's	B.S.	5	179 15 0	1852	9 13 10 1	95 0 0	279 15 10	57 11 3	-
St. Peter's	N.S.	5	279 10 0	1853	3 15 8 1	53 0 0	152 9 2	37 12 0	-
St. Peter's	"	"	14 0 0	1855	-	-	-	-	-
St. Peter's	B.S.	5	180 0 0	1849	-	-	-	-	-
St. Peter's	N.S.	5	50 0 0	1841	-	30 0 0	-	12 13 0	-
St. Peter's	"	"	6 0 0	1856	-	-	-	-	-
St. Peter's	N.S.	5	206 0 0	1847	3 5 2 1	-	-	-	-
St. Peter's	B.S.	8	130 0 0	1845	1 13 4	80 0 0	278 12 6	58 12 0	-
St. Peter's	"	"	80 0 0	1856	-	-	-	-	-
St. Peter's	N.S.	5	121 0 0	1849	2 13 10 1	-	108 6 8	15 13 0	-
St. Peter's	B.S.	5	125 0 0	1844	6 10 3 1	23 15 0	283 8 4	17 9 0	-
St. Peter's	"	"	40 0 0	1847	-	-	-	-	-
St. Peter's	N.S.	5	133 0 0	1852	1 10 5	45 15 0	144 1 8	12 11 0	-
St. Peter's	N.S.	5	40 0 0	1850	-	-	-	-	-
St. Peter's	B.S.	5	200 0 0	1846	4 16 0	50 0 0	176 17 0	38 18 0	-
BRISOLLSHIRE.									
St. David's	N.S.	7	144 10 0	1854	3 12 0	53 12 6	52 10 0	6 10 0	-
St. David's	N.S.	10	93 0 0	1851	3 1 8 1	23 10 0	-	4 11 0	-
St. David's	B.S.	10	-	-	-	11 5 0	8 6 8	20 0 0	-
St. David's	N.S.	8	73 0 0	1836	-	-	-	-	-
St. David's	N.S.	8	-	-	-	41 10 10	250 13 4	5 2 0	-
St. David's	N.S.	7	214 10 0	1850	3 0 4 1	12 10 0	433 10 0	7 8 0	-
St. David's	B.S.	10	83 6 8	1856	5 7 6 1	46 0 0	135 10 10	44 17 2	-
St. David's	B.S.	8	84 0 0	1854	1 6 8	-	-	6 12 0	-
St. David's	"	8	10	-	-	-	46 10 0	32 15	-
St. David's	N.S.	5	-	-	4 1 6 1	-	-	-	-
St. David's	N.S.	5	-	-	2 15 3	-	-	-	-
St. David's	N.S.	5	-	-	2 0 0 1	-	-	-	-
St. David's	N.S.	8	77 0 0	1840	2 11 11 1	-	15 0 0	13 2 0	-
St. David's	N.S.	8	23 6 8	1855	-	-	-	-	-
St. David's	N.S.	7	65 13 0	1855	6 3 4 1	144 10 0	253 3 4	33 1 0	14 13 8

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
BRECKNOCKSHIRE—cont.							
Llandeafelog Vach N.S. 8	25 0 0	1856	-	28 15 0	-	-	1 8 0
Llanelly - - - N.S.	*50 0 0	1836	1 4 1½	-	-	-	-
" - - - "	6 0 0	1847	-	-	-	-	-
" - - - "	67 10 0	1857	-	-	-	-	-
Llanfrynach - Ch. of E.	86 18 0	1856	-	-	-	-	-
Llangasty - - - N.S. 8	-	-	-	58 15 0	-	-	-
Llangenny - - - N.S.	74 0 0	1846	-	-	-	-	-
Llanigon - - - N.S.	*30 0 0	1838	-	-	-	-	-
Talgarth - - - B.S. 10	-	-	-	5 0 0	-	-	-
Talybont - - - N.S.	-	-	2 7 5½	-	-	-	-
Yniscodwyn (Iron Works School) - -	250 0 0	1842	2 0 9	-	-	-	-
" - - - "	125 0 0	1844	-	-	-	-	-
CAERMARTHENSHIRE.							
Abergwilli - - - N.S. 3	*80 0 0	1834	-	91 10 0	-	140 11 8	4 12 0
Bettws - - - N.S.	55 0 0	1845	-	-	-	-	-
" - - - "	28 0 0	1847	-	-	-	-	-
Capel Cynfal - - - N.S. 4	123 0 0	1840	0 12 2	3 15 0	-	-	2 2 0
Capel Evan - - - B.S. 8	-	-	2 16 0½	-	-	-	41 15 0
Caermarthen, Lancasterian School - -	465 0 0	1850	10 17 5½	163 4 2	-	788 15 0	39 13 0
" - - - "	21 0 0	1854	-	-	-	-	-
Caermarthen, St. David's Practising School -	727 0 0	1840	9 4 6	146 5 0	-	525 16 8	6 17 0
Cwmaman - - - N.S. 4	-	-	2 0 3½	43 10 0	-	36 5 0	13 19 0
Cwm Ivor - - - B.S. 8	-	-	1 13 4½	-	-	15 0 0	25 18 0
Dafen (Tin Plate Works) - - - N.S. 3	-	-	5 12 10½	77 10 0	-	244 9 7	53 6 0
Ferryside, St. Thomas' Par. 4	404 0 0	1856	2 0 0½	52 11 8	-	72 1 8	22 1 8
Kenarth - - - N.S.	*32 0 0	1838	-	-	-	-	-
Llanddarog - - - N.S.	148 13 4	1853	-	-	-	-	-
" - - - "	50 0 0	1854	-	-	-	-	-
Laugharne - - - N.S. 4	-	-	-	13 15 0	-	3 15 0	4 6 0
Llandeiflog - - - N.S.	225 19 6	1855	1 19 11½	-	-	-	-
Llandilo, Tabernacle B.S. 8	-	-	-	-	-	-	8 9 0
Llandovery - - - N.S. 3	300 0 0	1840	6 5 5	132 10 0	-	433 1 8	9 1 0
Llandovery - - - B.S. 8	332 0 0	1840	6 13 4½	19 15 0	-	407 6 8	27 14 0
Llandybie - - - N.S. 4	130 0 0	1849	4 13 3½	15 0 0	-	36 5 0	6 5 0
Llanelly - - - N.S.	*113 0 0	1837	-	-	-	-	-
" - - - "	*87 0 0	1839	-	-	-	-	-
Llanelly, B. & G. - B.S. 8	250 0 0	1854	10 10 2	68 15 0	-	254 7 6	39 5 0
" - - - "	75 0 0	1857	-	-	-	-	-
Llanelly, Infants - B.S. 8	20 0 0	1853	-	13 6 8	-	29 0 0	9 11 0
" - - - "	192 0 0	1855	-	-	-	-	-
Llanelly (Copper Works) B.S. 8	-	-	11 2 11½	157 10 0	-	575 11 8	41 5 0
Llanfihangel Uwch Gwili - - - N.S.	50 0 0	1848	-	-	-	-	-
Llanfihangel Aberbythio - - - N.S. 3	-	-	1 8 1	71 12 6	-	115 16 8	11 13 0
Llangadock - - - B.S.	73 10 0	1852	3 10 6½	-	-	-	-
Llangeler - - - N.S.	100 0 0	1850	-	-	-	-	-
Llangennech - Ch. S. 3	66 0 0	1851	4 4 10½	31 13 4	-	196 3 4	9 19 0
" - - - "	10 0 0	1852	-	-	-	-	-
" - - - "	58 10 0	1856	-	-	-	-	-
Llannon - - - N.S. 4	-	-	3 2 6	45 0 0	-	55 0 0	9 6 0
Llanstephan - - - N.S. 4	-	-	2 6 8½	30 0 0	-	24 15 0	13 0 0
Mydrim - - - N.S.	15 0 0	1846	-	-	-	-	-
Newcastle Emlyn - N.S. 4	118 10 0	1850	3 12 6½	-	-	50 0 0	19 16 0
" - - - "	70 0 0	1857	-	-	-	-	-
Pembrey (Copper Works) - - - B.S. 8	-	-	-	41 12 6	-	30 0 0	30 13 0

Name and Bromination of School.	Grants for Building, Enlargement, Improvements, or Pictures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assist- ant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.						
GRIFFITHSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
North - - N.S.	*40 0 0	1836	3 0 0					
South - - N.S.	*72 0 0	1836	1 0 0					
Diocesan Board	- - -	-	30 5 5					
North (Garth Road)								
B.S. 5	500 0 0	1840	18 5 8	284 6 8	- -	1,162 4 2	45 1 3	
" - - "	28 8 0	1854						
" - - "	6 10 0	1854						
B.S. 6	150 0 0	1851	4 5 5	28 15 0	- -	115 8 4	45 17 0	
" - - "	16 10 0	1857						
B.S. 5	- - -	-	8 0 0	45 7 6	- -	170 17 6	36 2 0	
N.S.	30 0 0	1844						
N.S. 5	50 0 0	1842	- -	39 5 0	- -	5 0 0	18 15 0	
N.S. 5	- - -	-	2 16 9	54 0 0	- -	37 10 0	22 16 0	
N.S. 5	63 0 0	1845	- -	5 0 0	- -	20 0 0	1 2 0	
" - - "	84 0 0	1850						
" - - "	66 0 0	1847						
" - - "	6 0 0	1847						
N.S.	472 10 0	1844						
N.S.	*45 0 0	1837						
" - - "	29 7 8	1852						
" - - "	*100 0 0	1837	7 3 3	51 10 0	25 0 0	1,315 19 2	23 3 0	
" - - "	400 0 0	1842	- -	287 10 0				
" - - "	166 0 0	1843						
" - - "	150 0 0	1843						
" - - "	250 0 0	1846						
N.S. 5	163 0 0	1850	- -	58 4 2	- -			
N.S. 5	106 0 0	1840	14 15 3	154 16 8	- -	525 13 4	29 10 0	
" - - "	84 0 0	1852	- -	128 6 8	- -			
B.S. 6	741 0 0	1856	5 9 8	29 3 4	- -	93 13 4	32 5 0	
Ch.S. 6	633 0 0	1856	- -	6 5 0	- -			
B.S. 5	- - -	-	2 13 11	- -	- -	5 0 0	8 3 0	
B.S. 6	- - -	-	2 0 5	48 0 0	- -	36 17 6	22 15 0	
N.S. 5	190 0 0	1846	4 0 10	16 10 0	- -			
N.S. 6	90 0 0	1847	2 11 4	20 0 0	- -	- -	20 3 8	
N.S. 5	206 5 0	1853	5 4 2	44 0 0	- -	78 10 0	32 16 0	
N.S.	*47 0 0	1835						
N.S. 5	120 0 0	1846	6 6 11	52 5 0	- -	146 6 8	21 19 0	
" - - "	175 0 0	1855	- -	- -	- -	5 0 0		
Evening -	- - -	-	- -	- -	- -	35 8 4	11 10 2	
N.S. 5	199 15 0	1854	- -	111 5 0	- -			
N.S.	118 0 0	1846	1 8 4					
" - - "	39 0 0	1847						
B.S.	191 0 0	1846						
N.S.	75 0 0	1844						
N.S. 5	180 0 0	1850	- -	40 10 0	- -			
N.S.	89 0 0	1844	- -	- -	- -			
N.S. 5	40 0 0	1843	- -	5 0 0	- -	16 13 4	2 5 0	
" - - "	17 0 0	1844	- -	- -	- -			
B.S. 5	- - -	-	- -	5 0 0	- -	14 0 0	18 2 0	
N.S. 5	101 0 0	1846	8 12 6	35 0 0	- -	115 0 0	22 12 0	
" - - "	46 13 4	1855						
N.S.	44 0 0	1855						
N.S. 5	91 7 6	1853	2 16 2	51 15 0	- -	5 0 0	22 10 0	
N.S.	62 0 0	1840						
" - - "	25 0 0	1844						
N.S.	624 0 0	1857	5 17 9					
N.S. 5	200 0 0	1843	6 16 4	66 5 0	- -	253 9 2	53 16 0	
" - - "	70 0 0	1840						
" - - "	6 0 0	1856						
B.S. 5	200 0 0	1840	1 16 7	- -	- -	147 10 0		
B.S. 6	*60 0 0	1840	7 1 9	- -	- -	178 0 0	28 4 4	
" - - "	53 10 0	1840						
N.S.	200 0 0	1846						
" - - "	6 0 0	1852						
N.S. 5	- - -	-	3 13 3	60 0 0	- -	87 6 8	22 10 0	
N.S.	*93 0 0	1838						

* Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	
	Amount.	Date of Payment.						
CARDIGANSHIRE.								
Aberaron - N.S.	206 0 0	1849	2 16 84	-	-	-	-	-
Aberbank - N.S.	157 0 0	1849	3 8 84	-	-	45 0 0	9 15 0	-
Aberporth - N.S.	78 10 0	1853	1 6 84	-	-	-	-	-
Bangor Chapel - N.S.	139 15 0	1854	1 9 10	53 15 0	-	-	-	-
Borth - N.S.	100 0 0	1842	-	-	-	-	-	-
	8 0 0	1846	-	-	-	-	-	-
Cardigan - B.S.	-	-	-	8 15 0	-	29 0 0	5 14 0	-
Cardigan, St. Mary's - N.S.	322 0 0	1849	5 7 74	118 15 0	-	650 5 0	19 17 0	-
	*13 0 0	1836	-	-	-	-	-	-
Henfynyw - N.S.	-	-	-	-	-	-	-	-
Lampeter, Pont Stephen - N.S.	119 5 0	1830	-	66 0 0	-	31 13 4	6 5 0	-
Llanarth - N.S.	*50 0 0	1837	-	-	-	-	-	-
Llanddewi Aberarth - N.S.	*40 0 0	1840	-	-	-	-	8 19 0	-
Llandygwydd - N.S.	-	-	2 13 14	29 2 6	-	130 10 0	11 19 0	-
Llandysil - N.S.	112 10 0	1852	6 1 114	-	-	73 5 10	22 5 0	-
	25 0 0	1853	-	-	-	-	-	-
Llandysil - B.S.	78 0 0	1850	-	-	-	-	-	-
Llangeitho - N.S.	82 0 0	1847	-	-	-	-	-	-
Llangranog - N.S.	52 10 0	1846	0 19 0	-	-	-	-	-
	15 0 0	1847	-	-	-	-	-	-
Llangoedmore - Ch.S.	84 10 0	1849	1 13 4	15 0 0	-	57 10 0	7 14 0	-
	59 10 0	1849	-	-	-	-	-	-
Llanllwchaearn - N.S.	*40 0 0	1835	-	-	-	-	-	-
Llanrhystydd - B.S.	-	-	1 18 9	-	-	-	-	-
Llanrychain, Chancery - Ch. of E.	-	-	1 0 5	-	-	-	1 10 0	-
Llwyndafydd - B.S.	153 0 0	1855	-	-	-	-	-	-
Nant Peris - B.S.	229 10 0	1837	-	-	-	-	-	-
New Quay - B.S.	-	-	4 3 64	8 15 0	-	146 0 0	37 3 0	-
Penllwyn - B.S.	-	-	2 6 7	26 2 6	-	59 5 0	14 4 0	-
Pen-y-parke - N.S.	224 0 0	1847	3 12 0	111 7 6	-	481 5 0	65 3 0	-
" - "	12 19 7	1854	-	-	-	-	-	-
DENBIGHSHIRE.								
Abergele - N.S.	*70 0 0	1838	3 2 6	-	-	189 10 0	-	-
Bersham - N.S.	76 10 0	1856	-	-	-	-	-	-
Bettws-yn-Rhos - Ch.S.	-	-	2 6 74	-	-	-	-	-
Blaenan Llangernyn B.S.	200 0 0	1849	2 2 1	-	-	-	-	-
Brymbo - N.S.	373 0 0	1852	8 8 04	55 0 0	-	30 0 0	3 0 0	-
Chirk - N.S.	100 0 0	1844	2 15 0	-	-	335 3 4	25 10 0	-
	11 0 0	1845	-	-	-	-	-	-
Chirk - B.S.	-	-	3 15 0	-	-	320 13 4	-	-
Colwyn - N.S.	100 0 0	1840	2 10 04	-	-	-	-	-
Denbigh - N.S.	392 0 0	1846	5 2 74	81 13 4	-	168 15 0	7 4 0	-
	10 18 4	1857	-	-	-	-	-	-
Denbigh - B.S.	250 0 0	1844	12 9 5	92 7 6	-	502 15 10	7 13 0	-
" - "	150 0 0	1846	-	-	-	-	-	-
" - "	12 0 0	1851	-	-	-	-	-	-
" - "	24 0 0	1854	-	-	-	-	-	-
Eglwysfach - N.S.	*75 0 0	1836	1 13 34	-	-	247 10 0	31 5 0	-
Glyndifwy - B.S.	35 0 0	1843	-	-	-	-	-	-
Grosford - N.S.	*100 0 0	1838	-	9 3 4	-	32 10 0	28 19 0	-
Gwersyllt - N.S.	87 0 0	1852	2 10 04	-	-	90 0 0	23 15 0	-
Henllan - N.S.	-	-	-	-	-	-	5 10 0	-
Llanarmon Dyffryn Ceiriog - N.S.	20 0 0	1844	-	-	-	-	-	-
Llanarmon-in-Yale - N.S.	-	-	-	35 5 0	-	15 0 0	7 2 0	-
Llandyrnog - N.S.	*50 0 0	1833	3 9 64	-	-	261 10 0	26 5 0	-
	132 0 0	1855	-	-	-	-	-	-
Llanelliden - N.S.	50 0 0	1843	-	-	-	-	-	-
	20 0 0	1846	-	-	-	-	-	-
Llanfair Talhaiarn - N.S.	*50 0 0	1836	2 19 54	85 0 0	-	130 16 8	13 13 0	-
	35 0 0	1850	-	-	-	-	-	-

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupils-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
WYOMSHIRE—cont.								
Adams - N.S. 11	55 0 0	1847	1 17 5	14 10 0	-	241 18 4	11 12 0	
Adams - N.S. 12	40 0 0	1856	-	68 5 0	-	30 0 0	16 5 0	
Adams - Ch. of E. 12	-	-	-	-	-	-	21 7 0	
Adams - N.S. 12	103 0 0	1842	2 13 7½	48 10 0	-	259 9 2	16 0 0	
Adams - N.S. 12	18 0 0	1852	-	-	-	-	-	
Adams - B.S. 8	275 0 0	1848	3 6 4½	68 15 10	-	307 0 0	68 0 0	
Adams - " "	8 16 0	1854	-	-	-	-	-	
Adams - N.S. 11	-	-	4 3 6	41 5 0	-	115 0 0	48 16 0	
Adams - N.S. 11	296 0 0	1847	3 1 2½	122 0 0	-	227 6 8	37 19 0	
Adams - " "	17 0 0	1856	-	-	-	-	-	
Adams - B.S. 5	227 14 0	1847	1 14 8	40 17 6	-	140 5 0	22 16 6	
Adams - N.S. 11	*50 0 0	1835	2 18 3½	57 10 0	-	220 3 4	30 6 0	
Adams - " "	468 0 0	1857	-	-	-	-	-	
Adams - N.S. 11	*64 0 0	1839	-	-	-	-	-	
Adams - N.S. 11	373 0 0	1852	5 2 0	-	-	104 3 4	42 18 0	
Adams - N.S. 11	300 0 0	1844	3 12 2½	24 15 0	-	98 15 0	29 4 0	
Adams - " "	66 0 0	1846	-	-	-	-	-	
Adams - " "	79 0 0	1856	-	-	-	-	-	
Adams - N.S. 11	366 0 0	1843	1 0 0½	-	-	30 0 0	-	
Adams - N.S. 11	121 0 0	1856	2 13 4	35 0 0	-	226 10 0	17 0 0	
Adams - " "	30 2 2	1856	-	-	-	-	-	
Adams - N.S. 11	361 0 0	1849	7 1 4½	93 6 8	-	309 6 8	24 8 0	
Adams - " "	47 18 0	1855	-	-	-	-	-	
Adams - B.S. 5	618 0 0	1848	14 17 5½	57 5 0	-	746 10 0	27 17 6	
Adams - " "	74 2 2	1856	-	-	-	-	-	
Adams - N.S. 11	*125 0 0	1838	3 6 8	-	-	-	-	
Adams - " "	14 0 0	1841	-	-	-	-	-	
Adams - " "	150 0 0	1850	-	-	-	-	-	
Adams - " "	10 12 6	1854	-	-	-	-	-	
Adams - B.S. 6	-	-	-	84 3 4	-	221 3 4	14 5 0	
Adams - B.S. 150 0 0	1841	6 7 6	-	-	-	-	-	
FLINTSHIRE.								
Adams - N.S. 1	15 0 0	1856	3 3 11½	52 10 0	-	114 3 4	18 18 0	
Adams - E.C. 6	-	-	-	21 13 4	-	32 10 0	18 16 0	
Adams - N.S. 1	150 0 0	1841	4 0 1½	-	-	115 0 0	23 0 0	
Adams - N.S. 1	30 0 0	1844	-	-	-	-	-	
Adams - N.S. 1	100 0 0	1842	-	-	-	-	-	
Adams - N.S. 2	196 8 6	1853	4 12 5	13 15 0	-	14 11 8	14 1 0	
Adams - N.S. 1	411 4 0	1849	5 19 6	295 11 8	-	306 10 0	60 14 0	
Adams - " "	222 0 0	1857	-	-	-	-	-	
Adams - N.S. 7	65 0 0	1846	3 2 9½	76 10 0	-	-	-	
Adams - N.S. 1	29 0 0	1844	6 5 3½	53 6 8	-	328 0 0	7 17 0	
Adams - " "	33 0 0	1855	-	-	-	-	-	
Adams - N.S. 1	82 17 6	1854	-	-	-	-	-	
Adams - N.S. 1	*100 0 0	1838	4 18 6½	6 5 0	-	-	-	
Adams - " "	30 0 0	1850	-	-	-	-	-	
Adams - Ch. of E. 2	-	-	-	-	-	-	8 15 0	
Adams - N.S. 1	*125 0 0	1838	-	-	-	-	-	
Adams - N.S. 1	83 0 0	1856	4 11 0½	40 8 4	-	339 5 0	16 0 0	
Adams - P.U. 6	-	-	-	-	-	5 0 0	-	
Adams - B.S. 5	304 0 0	1849	11 11 9½	84 16 8	-	266 11 8	59 9 0	
Adams - " "	37 6 8	1856	-	-	-	-	-	
Adams - N.S. 1	200 0 0	1848	3 8 4	99 0 0	-	259 10 0	14 10 0	
Adams - " "	55 0 0	1856	-	-	-	-	-	
Adams - N.S. 1	423 10 0	1850	8 18 3½	139 16 8	-	619 18 4	96 16 0	
Adams - " "	18 15 0	1856	-	-	-	-	-	
Adams - " "	9 0 0	1857	-	-	-	-	-	

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	Amount.	Date of Payment.						
FLINTSHIRE—cont.								
Mold - - - B.S.	6	180 0 0	1844	6 17 5	88 5 0	-	651 5 0	19 14 2
- - - - -	-	105 0 0	1856	-	-	-	-	-
Mostyn - - - N.S.	1	250 0 0	1844	5 5 6½	-	-	195 0 0	14 5 0
Port Bleiddyn - N.S.	-	*75 0 0	1836	-	-	-	-	-
Redbrook, Village S.	5	-	-	-	-	-	20 16 8	-
Rhuddlan - - - N.S.	1	18 0 0	1856	8 14 4½	200 12 6	-	292 0 0	43 14 3
Rhyl - - - - - N.S.	2	51 0 0	1842	11 1 8½	13 15 0	-	22 8 4	11 9 0
Talacre - - - - R.C.	6	-	-	1 11 8	5 10 0	-	90 8 4	17 0 0
Threapwood - - - N.S.	-	-	-	2 0 0	-	-	-	-
Trenddyn - - - - N.S.	-	70 0 0	1844	-	-	-	-	-
Wepre, St. Mark's (Northop) - N.S.	-	*100 0 0	1837	3 8 11	-	-	-	7 5 0
- - - - -	-	50 0 0	1846	-	-	-	-	-
- - - - -	-	7 0 0	1855	-	-	-	-	-
Whitford - - - N.S.	1	-	-	5 0 0½	107 5 0	-	195 0 0	51 16 0
Ysceiolog - - - Ch. S.	-	120 15 0	1858	2 12 0	-	-	-	-
GLAMORGANSHIRE.								
Aberavon - - - N.S.	3	172 10 0	1854	7 6 8½	17 10 0	-	2 10 0	6 6 0
Aberdare, Town - N.S.	2	235 15 0	1851	6 9 8½	30 10 0	60 0 0	297 19 2	-
Aberdare - - - B.S.	8	-	-	-	-	-	115 0 0	12 10 0
Bettws - - - - - N.S.	-	71 0 0	1850	1 4 3	-	-	-	-
Bishopston and Pennard - N.S.	-	216 0 0	1851	-	-	-	-	-
Bride, St., Major - N.S.	2	*30 0 0	1840	1 15 1	113 15 0	-	245 1 8	52 3 0
- - - - -	-	27 0 0	1845	-	-	-	-	-
Bridgend - - - - N.S.	2	-	-	9 7 0½	31 7 6	-	338 1 8	51 13 6
Bridgend - - - - Wes.	8	-	-	1 15 4	-	-	119 0 0	11 3 0
Briton Ferry - - - N.S.	-	-	-	4 6 0½	-	-	-	-
Cadoxton, Merthyr-dovan - N.S.	-	56 0 0	1847	1 0 0	-	-	-	-
Cadoxton-juxta-Neath - N.S.	2	152 0 0	1840	5 5 1½	46 5 0	-	331 10 0	50 2 0
- - - - -	-	201 0 0	1852	-	-	-	-	-
Cardiff - - - - - Wes.	7	-	-	15 19 1½	234 15 0	-	587 4 2	19 19 0
Cardiff - - - - - R.C.	6	720 0 0	1826	25 1 9	16 10 0	-	22 18 4	-
Cardiff, St. John's - N.S.	3	-	-	2 1 8½	13 15 0	-	-	7 4 0
Cardiff, St. Mary's - N.S.	3	380 0 0	1848	9 9 3½	196 13 4	-	740 13 4	12 6 0
- - - - -	-	36 0 0	1840	-	-	-	-	-
- - - - -	-	20 0 0	1840	-	-	-	-	-
- - - - -	-	40 0 0	1840	-	-	-	-	-
Cardiff, Ragged and Industrial -	7	-	-	-	-	-	-	79 1½
Cefn - - - - - Ch. of E.	-	-	-	8 18 11	-	-	-	-
Cowbridge - - - N.S.	3	*45 0 0	1839	-	30 5 0	-	17 10 0	15 2 0
- - - - -	-	12 15 0	1855	-	-	-	-	-
Coychurch - - - N.S.	-	*20 0 0	1837	-	-	-	-	-
- - - - -	-	27 10 0	1851	-	-	-	-	-
Cwmbach - - - - N.S.	-	200 0 0	1850	6 18 10½	-	-	-	-
Cyfarthfa, Girls S. -	10	-	-	-	-	-	-	20 0 0
Cyfarthfa - - - - N.S.	2	46 0 0	1855	7 3 8½	56 5 0	-	95 0 0	-
Dowlais - - - - - R.C.	6	-	-	-	12 10 0	-	-	6 19 0
Dowlais School - -	8	-	-	36 12 11	340 11 8	181 13 4	114 10 0	90 6 0
Duffryn - - - - - N.S.	-	652 0 0	1857	6 8 9½	-	-	-	-
Fagan's, St. - - - N.S.	-	-	-	1 4 8	-	-	-	-
Gellifaelog - - - B.S.	8	-	-	-	15 15 0	14 11 8	-	20 14 0
Gellygaer, Endowed S. -	3	-	-	-	-	-	119 10 0	-
Giant's Grave - - - B.S.	-	96 0 0	1842	1 18 10½	-	-	-	-
Glyntaff - - - - -	-	180 0 0	1856	2 10 5½	-	-	-	-
Hafod Copper Works S.	8	-	-	-	44 6 8	-	620 10 0	83 18 0
Kilvey Copper Works S.	7	-	-	-	-	-	-	8 4 0
Llandaff - - - - - N.S.	3	29 0 0	1856	3 18 6½	62 8 4	-	44 3 4	13 4 0
Llandello, Talybont, or Pontarddulais - N.S.	3	128 0 0	1846	3 1 8½	32 10 0	-	17 10 0	20 2 0
- - - - -	-	10 0 0	1851	-	-	-	-	-
- - - - -	-	9 0 0	1856	-	-	-	-	-
- - - - -	-	3 7 6	1856	-	-	-	-	-
Llanfabon - - - N.S.	-	288 0 0	1850	-	-	-	-	-

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	Amount.	Date of Payment.						
LANCASHIRE—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Aggleston - N.S.	3 0 0	1846						
Altham - N.S.	45 0 0	1847						
Altham - N.S. 2	-	-	5 4 6	10 16 8	-	185 15 0	83 0 0	
Altham, Major - N.S. 3	-	-	1 19 11	10 10 0	-	23 16 8	7 18 0	
Altham - N.S.	298 4 0	1856						
Altham - Par. 2	180 18 0	1864	4 18 11	50 0 0	-	119 1 8	51 3 0	
Altham Iron Works S. 8	-	-	-	25 16 8	-	307 10 10	04 9 0	10 17 6
Altham, Llynvi Iron Works S. - 8	-	-	25 5 0	183 11 8	-	627 5 0	40 15 0	
Altham, or Llangoed (Sider Works) - B.S. 8	-	-	-	-	-	43 15 0		
Altham, Tydyl, S. - N.S. 2	300 0 0	1840	6 1 6	137 10 10	-	316 19 2	5 13 0	
Altham - N.S.	108 15 2	1852						
Altham - B.S.	*180 0 0	1837						
Altham - B.S. 8	*30 0 0	1839	1 0 0	42 12 6	-	146 0 0	36 16 0	
Altham - N.S.	75 0 0	1844						
Altham Abbey - B.S. 7	-	-	-	-	-	-	8 14 0	
Altham, Nottage - N.S. 2	96 0 0	1848	2 17 7	45 0 0	-	188 6 8	8 7 0	
Altham, St. - N.S. 2	-	-	3 7 2	56 5 0	-	53 6 8	21 5 0	
Altham - N.S.	58 0 0	1843						
Altham - N.S. 3	70 0 0	1947	-	-	-	3 5 0		
Altham - N.S.	*32 0 0	1836						
Altham, Iron Company's S. - N.S.	432 0 0	1867	1 14 5					
Altham - N.S.	-	-	3 9 3					
Altham, Wed. 10	-	-	4 3 4	11 5 0	-			
Altham, Bryndu Col. - N.S. 2	25 0 0	1843	4 17 3	111 13 4	-	99 6 8	00 18 0	
Altham - N.S.	15 0 0	1844						
Altham, St. Paul's - N.S. 2	-	-	5 0 10	44 5 0	-	-	9 12 0	
Altham, Infants - B.S. 7	-	-	-	-	-	29 10 0		
Altham - N.S.	-	-	2 13 4					
Altham - Ch. of E. 2	1,143 0 0	1848	19 7 10	268 0 0	-	1,103 6 8	98 15 0	
Altham - N.S.	5 12 0	1849	28 13 9					
Altham - N.S.	6 4 0	1850						
Altham - B.S. 7	203 8 0	1854	11 6 10	101 4 2	10 0 0	1,147 7 6	40 8 0	
Altham, Upper - N.S. 2	-	-	-	16 10 0	-	-	7 2 0	
Altham Iron Works S. - 8	-	-	-	-	-	-		
Altham Well, Boys S. - 10	-	-	-	-	-	15 0 0		
Altham - N.S.	20 0 0	1848	1 0 0	-	-	-		
Altham - N.S. 3	-	-	11 7 10	55 10 0	50 0 0	93 0 0	88 0 0	
LANCASHIRE.								
Altham S. - 8	-	-	2 4 10	-	-	-	13 8 0	
Altham - B.S. 6	511 4 0	1836	5 0 0	23 0 0	-	59 10 0	14 10 0	
Altham - N.S. 8	100 0 0	1842	-	80 7 6	-	125 0 0	43 7 0	
Altham - N.S.	7 16 0	1840						
Altham - N.S.	10 0 0	1854						
Altham - B.S.	90 0 0	1844	3 6 7	16 10 0	-	29 0 0		
Altham - N.S.	18 0 0	1848						
Altham - B.S. 6	404 0 0	1857	-	-	-	17 10 0		
Altham - N.S. 8	277 0 0	1847	1 18 11	121 5 0	30 0 0	228 10 0	44 15 0	
Altham - B.S. 9	-	-	5 11 1	21 5 0	-	199 2 6	35 18 0	
Altham - B.S.	-	-	6 15 8	25 16 8	-	324 19 2	21 18 2	
Altham - B.S. 6	-	-	4 16 10	31 10 0	-	195 0 0	40 11 0	
Altham, Slate Quarries - B.S. 6	125 0 0	1850	7 6 2	22 0 0	-	322 7 1	48 10 0	
Altham - N.S.	37 0 0	1857						
Altham and Maen - N.S. 8	38 17 3	1855	2 13 4	45 16 8	-	37 10 0	31 7 0	
Altham - B.S.	80 0 0	1840						
Altham - B.S.	130 0 0	1840	1 2 8					
Altham - N.S.	*45 0 0	1836						
Altham - N.S.	*50 0 0	1836						
Altham - N.S. 8	-	-	-	15 0 0	-	-	8 1 0	

a Scientific apparatus.

b Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certi- ficated Teachers, and for Retiring Pensions.	Grants on account of Assis- tant Teach- ers.	Grants on account of Pupil- teachers.	Capita- tion Grants.	Grants to Ref- ute an Indi- tri Sch-
	Amount.	Date of Payment.						
MERIONETHSHIRE—cont.								
Llangelynin Arthog N.S.	40 0 0	1844	1 0 0					
" " " " B.S. 8	10 0 0	1845						
Penrhyn " " B.S. 8	309 0 0	1855	1 0 6	-	-	184 8 4	40 6 4	
Talybont " " B.S. 8	73 0 0	1841						
Towyn and Pennal B.S. 6	90 0 0	1840	2 13 1	100 18 4	-	171 18 4	14 8 6	
Trawsfynydd " " N.S. 8	25 0 0	1844	2 9 7	73 2 6	-	226 10 0	74 2 0	
" " " " " "	45 0 0	1852						
MONTGOMERYSHIRE.								
Berriew, Endowed N.S. 10	-	-	2 10 8	126 0 0	-	202 12 6	53 11 8	
Buttington " " N.S.	*33 0 0	1838						
Bwlch-y-Cibans " " N.S.	122 8 0	1855						
Carno " " B.S. 8	36 0 0	1852						
Castle Caereinion " " N.S. 10	-	-	1 18 2	31 5 0	-	-	3 13 0	
Cemmes " " B.S. 8	17 18 0	1856	-	38 15 0	-	52 10 0	50 5 0	
Churchstoke " " N.S. 10	150 0 0	1848	-	98 12 6	-	125 0 0	29 18 0	
" " " " " "	45 5 8	1854						
Darowen " " N.S.	60 0 0	1841	0 16 0					
Forden " " N.S.	105 0 0	1840						
Llanbrynmair " " N.S.	150 0 0	1837						
Llandysilio " " N.S.	*30 0 0	1835						
Llanfair Caereinion N.S. 10	100 0 0	1852	1 7 0	5 0 0	-	-	1 4 0	
Llanfair Caereinion B.S.	183 0 0	1850	2 12 5					
Llanfyllin " " N.S. 10	70 0 0	1843	5 5 10	18 0 0	-	324 10 0	26 11 0	
Llanfyllin " " B.S. 7	219 0 0	1854	2 10 0	21 1 8	-	-	9 15 0	
Llanidloes " " N.S. 10	240 0 0	1845	4 5 10	133 0 0	-	609 0 0	28 5 0	
" " " " " "	13 0 0	1850						
" " " " " "	34 5 0	1852						
Llanwnnog " " N.S. 10	72 0 0	1853	4 13 4	50 0 0	-	15 0 0	10 3 0	
Llanwyddelan " " N.S.	87 4 0	1856						
Machynlleth " " N.S. 10	39 2 0	1840	4 6 6	97 10 0	-	381 5 0		
" " " " " "	16 0 0	1854						
Montgomery, Church Schoolmasters' Asso- ciation	-	-	3 0 0					
Newtown " " N.S. 10	300 0 0	1847	-	126 1 8	-	335 5 0	40 8 0	
" " " " " "	4 18 0	1840						
" " " " " "	84 8 0	1854						
Newtown " " B.S. 8	210 0 0	1847	8 10 0	23 15 0	-	209 13 4	32 4 0	
" " " " " "	60 0 0	1856						
Welshpool, B. & G. N.S. 10	100 0 0	1855	-	227 2 6	-	953 7 11	51 7 0	
Welshpool, Infants N.S. 10	115 0 0	1851	-	8 5 0				
Welshpool, The Belan " " N.S.	00 0 0	1842	6 12 2					
PEMBROKESHIRE.								
Burton " " N.S. 6	-	-	1 19 9	6 5 0	-	32 10 0	6 1 0	
Cilgerran " " N.S. 6	90 0 0	1844	6 1 5	12 10 0	14 11 8	318 1 8	15 4 0	
Coshaston " " N.S. 7	-	-	-	7 10 0	-	-	4 18 0	
Fishguard " " N.S. 6	219 0 0	1850	10 5 11	35 8 4	-	509 15 10	65 11 0	
Haverfordwest " " N.S. 6	329 13 11	1850	2 17 9	150 5 0	-	759 6 8	9 1 0	
Haverfordwest " " B.S.	*125 0 0	1838						
Hubberstone " " N.S.	284 0 0	1856						
Jeffreston " " N.S.	42 0 0	1844	4 0 1					
Johnstone " " N.S.	*17 0 0	1837						
Lampeter Velfrey " " N.S. 6	34 0 0	1844	2 10 11	31 5 0	-	98 6 8	2 9 0	
" " " " " "	60 0 0	1845						
" " " " " "	20 0 0	1846						
" " " " " "	7 0 0	1846						
Letterston " " N.S. 6	81 0 0	1853	3 6 8	19 5 0	-	16 5 0	12 7 0	
Llandeloy " " N.S. 6	227 0 0	1850	4 9 7	-	-	52 10 0	3 19 0	
" " " " " "	100 0 0	1851						
Llandewi Velfry " " N.S.	-	-	1 0 8					
Llanrhian " " N.S.	116 13 4	1853	3 17 4					
Llanwhaden " " N.S.	37 10 0	1847	2 8 9					
Manor Divy " " N.S.	42 0 0	1855						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensioners.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
SURREY—cont.	<i>£ s. d.</i>		<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>
Adelwy - N.S.	129 10 0	1854						
Adelwy, Endowed								
Adelwy - N.S.	6 - - -		1 3 6½	36 5 0	- - -	266 17 6	53 1 0	
Adelwy - B.S.	6 - - -		5 6 9	30 0 0	- - -	88 0 0	25 4 0	
Adelwy - B.S.	7 *40 0 0	1839	- - -	- - -	- - -	19 3 4	- - -	
Adelwy - N.S.	6 - - -		- - -	12 10 0	- - -	18 6 8	6 7 0	
Adelwy Dock - N.S.	6 200 0 0	1844	18 19 6½	179 10 0	44 11 8	1,685 11 8	40 7 0	
Adelwy Dock - N.S.	6 200 0 0	1848						
Adelwy Dock - N.S.	6 12 0 0	1855						
Adelwy Dock - B.S.	8 320 0 0	1840	33 8 6½	92 9 2	- - -	1,078 11 8	71 7 0	
Adelwy Dock - N.S.	6 31 0 0	1853						
Adelwy - N.S.	7 269 0 0	1855	1 17 5	- - -	- - -	- - -	5 12 0	
Adelwy - B.S.	6 *30 0 0	1836						
Adelwy - N.S.	6 70 0 0	1853	8 11 4½	6 5 0	- - -	634 10 10	25 9 0	
Adelwy - N.S.	6 6 0 0	1855						
Adelwy - N.S.	6 86 15 0	1855						
Adelwy - N.S.	6 58 0 0	1846	- - -	23 7 6	- - -	115 16 8	17 4 0	
Adelwy - N.S.	6 *73 0 0	1838	- - -	30 0 0	- - -	- - -	- - -	
Adelwy - N.S.	7 210 0 0	1857	1 13 4	- - -	- - -	- - -	11 3 0	
Adelwy - N.S.	6 - - -		- - -	- - -	- - -	225 16 8	16 1 0	
Adelwy - B.S.	6 *25 0 0	1836						
Adelwy & G. - N.S.	6 90 0 0	1840	8 6 9	124 10 0	- - -	423 10 0	14 3 0	
Adelwy - N.S.	6 60 0 0	1845						
Adelwy - N.S.	6 20 0 0	1846						
Adelwy School - N.S.	6 - - -		7 3 3½	15 3 4	- - -	244 11 8	4 19 0	
Adelwy, New Hedges, Ch. of E.	6 119 0 0	1853	2 4 6½	17 10 0	- - -	70 16 8	5 18 0	
Adelwy-cum-Boulston, N.S.	6 147 0 0	1848	3 12 0	132 0 0	- - -	437 19 2	19 13 0	
Adelwy - N.S.	6 20 0 0	1848						
Adelwy, West, and Stony - N.S.	109 10 0	1851	1 13 4½					
Adelwy, Agricultural - N.S.	6 - - -		4 7 8½	21 5 0	- - -	181 1 8		
Adelwy - B.S.	8 *175 0 0	1836	- - -	- - -	- - -	- - -	- - -	
Adelwy - B.S.	8 - - -		1 15 11½	- - -	- - -	- - -	46 2 0	
SURREY—								
Adelwy - N.S.	74 0 0	1851	2 4 8½					
Adelwy - Par.	8 - - -		1 5 5½	41 15 0	- - -	155 8 4	12 7 0	
Adelwy - N.S.	10 - - -		- - -	- - -	- - -	- - -	- - -	
Adelwy - N.S.	156 0 0	1856						
Adelwy, New - N.S.	8 - - -		1 6 8	8 15 0				
Adelwy, Old - N.S.	220 0 0	1850						

SCOTLAND.

NOTE.—G.A., denotes that the school is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., the *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional School*; and Par., a *Parochial School*.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Refectory and Industrial Schools.
	Amount.	Date of Payment.					
ABERDEENSHIRE.							
Aberdeen, Bon Accord - F.C.	10	£ 250 0 0	1838	7 0 4½	213 15 0	-	366 0 0
Aberdeen, Boys' School of Industry	-	-	-	2 4 2	-	-	-
Aberdeen, Dr. Bell's -	7	-	-	-	21 10 0	7 5 10	76 0 0
Aberdeen, East Parish - F.C.	9	-	-	2 0 1½	-	-	271 1 8
Aberdeen, East Parish - Sess.	7	£ 400 0 0	1840	17 5 2	120 0 0	25 0 0	1,370 2 6
Aberdeen, Guestrow Reform.	8	-	-	29 8 0	-	-	-
Aberdeen, North Parish - Sess.	8	£ 300 0 0	1840	17 10 0½	108 6 8	-	420 15 6
Aberdeen, North Parish - F.C.	10	-	-	4 1 2½	53 12 6	-	367 5 0
Aberdeen, South Parish, Trinity - Sess.	8	£ 220 0 0	1837	8 3 8	68 3 4	-	299 0 0
Aberdeen, South Parish - F.C.	10	-	-	18 6 4½	100 0 0	75 16 8	721 15 10
Aberdeen, West Parish - Sess.	8	266 0 0	1850	-	178 16 8	-	456 13 4
Aberdeen, Educational Society's - G.A.	-	165 0 0	1841	-	-	-	-
Aberdeen, Grey Friars - F.G.	-	500 0 0	1841	-	-	-	-
Aberdeen (John Knox's) Sess.	7	£ 95 8 0	1836	-	10 0 0	-	612 11 8
Aberdeen (John Knox's) F.C.	9	-	-	14 1 3	154 7 6	-	515 10 0
Aberdeen (Mounthooley) Par.	-	£ 100 0 0	1835	-	-	-	-
Aberdeen, St. Andrew's - Epis.	6	-	-	-	61 5 0	-	51 13 4
Aberdeen, St. John's - Epis.	6	-	-	-	9 3 4	-	32 18 4
Aberdeen, St. Peter's - R.C.	6	-	-	10 0 0	5 0 0	-	207 6 8
Aberdeen, Shaw's Court, Female Industrial	7	-	-	-	16 13 4	-	94 0 0
Aberdeen, (Sugar House Lane) Industrial	8	204 0 0	1852	3 0 10½	-	-	-
Aberdeen, Trades School	10	-	-	-	55 0 0	-	53 15 0
Aberdeen, Union Parish - G.A.	-	235 0 0	1841	-	-	-	-
Aberdour - F.C.	11	105 0 0	1850	5 19 6	27 10 0	-	31 13 4
Aboyne - Par.	7	-	-	-	-	-	30 8 4
Alford - G.A.	7	-	-	-	-	-	100 0 0
Ballochie, Female School	10	-	-	-	-	-	6 5 0
Banchory Davenick - F.C.	9	-	-	3 0 0	124 13 4	-	71 13 4
Banks (Insch) - F.C.	11	-	-	2 3 11	13 6 8	-	3 6 8
Belhelvie - Par.	8	-	-	-	-	-	177 10 0
Birse - Par.	7	-	-	2 1 8½	-	-	52 10 0
Braemar, Inverey - R.C.	7	-	-	1 0 9	-	-	-
Braemar, Achendryne - R.C.	-	-	-	1 5 9	-	-	-
Bridge of Don - G.A.	8	-	-	-	10 0 0	-	-
Burnhaven - G.A.	10	127 10 8	1857	3 0 0½	41 4 2	-	169 13 4
Cruden (Lord Erroll's) - Epis.	6	£ 90 0 0	1838	2 12 7½	111 14 2	-	87 1 8
Cruden - F.C.	9	57 0 0	1850	2 18 0	75 5 0	-	99 3 4
Cullerley District Sch.	10	-	-	-	46 10 0	-	-
Cuminestown - Epis.	-	-	-	2 9 4	-	-	-
Daviot - Par.	-	-	-	1 6 4	-	-	-
Deer, Old - F.C.	10	109 11 5	1848	2 18 0	129 10 0	-	35 0 0
Edin - Par.	8	-	-	3 10 1	3 6 8	-	1 5 0
Ellon - F.C.	10	162 0 0	1849	1 0 3	144 10 0	-	-
Ellon - Par.	7	-	-	9 12 7½	20 10 0	-	70 0 0
Forgue - Epis.	-	-	-	1 6 8	-	-	-
Forgue - Par.	10	-	-	-	-	-	3 15 0
Forgue Side - G.A.	8	117 0 0	1849	1 3 1½	60 18 4	-	1 5 0
Fraserburgh, St. Peter's - Epis.	6	-	-	-	81 17 6	-	47 10 0
Fyvie - Par.	8	-	-	-	56 13 4	-	-
Fyvie, All Saints' - Epis.	6	-	-	-	54 0 0	-	-
Fyvie, Female - Ch. of S.	7	-	-	-	4 3 4	-	-
Gariochford - F.C.	-	-	-	1 13 4½	-	-	-
Gleconiston Free School	9	-	-	2 17 11	77 5 0	-	35 0 0

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	Amount.	Date of Payment.					
DERBYSHIRE—cont.							
Derbyland - G.A.	8	-	-	-	82 17 6	-	-
Derby Congl. - F.C.	9	-	-	6 5 0½	91 0 0	-	256 3 4
Derby - Par.	8	-	-	-	-	-	240 0 0
Derby, Second Sch. - Par.	8	-	-	-	27 10 0	-	-
Derby - R.C.	-	-	-	1 0 2	-	-	-
Derby Gordon Industrial - F.C.	9	-	-	-	69 6 6	-	113 16 6
Derby - F.C.	10	-	-	3 4 0½	37 13 4	-	30 5 0
Derby - Par.	-	-	-	1 14 2½	-	-	-
Derby - F.C.	120 0 0	1851	-	-	-	-	-
Derby, St. Mary's - Epis.	6	-	-	-	38 15 6	-	71 5 0
Derby O'Neill - F.C.	10	-	-	1 4 0½	112 10 0	-	-
Derby O'Neill - Par.	8	-	-	-	16 5 0	-	-
Derby Edward - Par.	-	-	-	2 6 8	-	-	-
Derby - F.C.	10	75 0 0	1851	5 11 7½	53 10 0	-	72 1 8
Derby - Par.	-	-	-	3 2 6	-	-	-
Derby - G.A.	10	210 0 0	1856	2 0 0½	3 15 6	-	-
Derby - G.A.	10	-	-	-	77 10 0	-	-
Derby of Skene - F.C.	1	-	-	1 5 4	-	-	-
Derby - Epis.	6	-	-	3 13 10	7 10 0	-	-
Derby, Old - F.C.	11	123 0 0	1848	-	20 0 6	-	-
Derby - G.A.	7	-	-	-	57 12 6	-	-
Derby School - Par.	8	-	-	2 0 6	32 10 0	-	-
Derby - F.C.	10	219 15 0	1850	3 10 4½	114 3 4	-	194 0 0
Derby, Academy - F.C.	-	650 0 0	1840	-	-	-	-
Derby - F.C.	-	140 0 0	1840	-	-	-	-
Derby, East Parish - G.A.	-	300 0 0	1840	-	-	-	-
Derby, St. Peter's - Epis.	6	-	-	2 0 11½	51 13 4	-	-
Derby - Par.	-	-	-	1 13 4½	-	-	-
Derby, New - Par.	7	-	-	3 9 6½	-	-	29 0 0
Derby, New, St. John's - Epis.	6	-	-	18 16 6½	56 15 0	-	211 0 0
Derby, New, Female School - Par.	8	-	-	2 0 0	-	-	16 5 0
Derby, Sub. Sch. - 10	95 0 0	1840	-	6 19 9	148 12 6	-	400 15 0
Derby - G.A.	-	8 10 0	1840	-	-	-	-
Derby - G.A.	7	108 0 0	1842	-	-	-	-
Derby, Old, Female - G.A.	7	-	-	-	48 0 0	-	33 10 0
Derby - G.A.	-	113 0 0	1867	-	-	-	-
Derby - F.C.	10	130 10 0	1853	6 18 0½	103 13 4	-	146 0 0
Derby - Par.	7	-	-	1 14 0	-	-	274 0 0
Derby, Female - G.A.	7	-	-	-	45 0 0	-	-
Derby - Par.	-	-	-	3 2 6½	-	-	-
Derby - Epis.	6	-	-	-	28 15 0	-	32 10 0
Derby - F.C.	11	81 0 0	1850	-	20 0 0	-	-
Derby of Beht - Par.	10	-	-	-	3 15 0	-	-
Derby - G.A.	8	-	-	-	106 0 0	-	-
Derby - F.C.	10	150 0 0	1857	9 14 8½	82 10 0	-	241 5 0
Derby - "	-	14 0 0	1855	29 13 1	-	-	-
ARGYLLSHIRE.							
Argyll - F.C.	4	-	-	3 6 8½	74 2 6	-	50 8 4
Argyll - G.A.	2	-	-	-	23 6 8	-	-
Argyll - Epis.	9	-	-	1 17 6½	41 5 0	-	26 5 0
Argyll, St. John's - Epis.	9	-	-	5 8 4	11 10 0	-	76 13 4
Argyll - G.A.	8	-	-	-	87 10 0	-	85 0 0
Argyll - Par.	7	-	-	3 7 5½	80 0 0	-	152 10 0
Argyll, Foreland - F.C.	4	-	-	-	111 10 0	-	135 0 0
Argyll - Par.	2	-	-	-	45 0 0	-	-
Argyll, Burgh and - 7	-	-	-	1 7 5	-	-	254 10 0
Argyll - Epis.	9	-	-	1 13 5	-	-	48 3 4
Argyll - F.C.	4	-	-	-	202 2 6	-	437 15 0
Argyll, United Female - 4	-	-	-	-	29 5 0	-	29 0 0
Argyll - G.A.	8	-	-	-	-	-	255 10 0
Argyll, Charity - Par.	7	-	-	7 4 8½	33 0 0	-	216 15 0
Argyll, Industrial - 120 0 0	-	1847	-	-	-	-	-
Argyll (Island of Mull) - 77 0 0	-	1840	-	-	-	-	-

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Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.		Grant to Reformatory and Industrial School.
		Amount.	Date of Payment.						
ARGYLLSHIRE—cont.									
Dunoon	Par.	8			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Dunoon	F.C.	4			3 11 8½	13 0 0	-	36 13 4	
Dunoon, Kilm	Sess.	1				23 0 0	-	139 10 0	
Foreland	F.C.				2 8 0	12 0 0	-		
Glenceo	F.C.	6			2 6 3	44 7 6	-	43 10 0	
Inverary	F.C.	4			1 10 6½	40 10 0	-	32 10 0	
Inverary Burgh	Par.	8			3 11 0	60 1 8	-	32 13 4	
Kenlock	G.A.		*75 0 0	1839					
Killeen	F.C.	4				68 5 0	-	75 0 0	
Kilmodan	F.C.	5				26 2 6	-		
Kintraw	G.A.	3				55 0 0	-		
Knapdale, North (Bellan- noch)	Par.	7			5 0 0	92 10 0	-	49 3 4	
Lochaln	G.A.	8	100 0 0	1850		92 2 6	-		
Lochdonhead	G.A.		82 0 0	1848			-		
Lochend	F.C.	4				56 5 0	-	163 10 0	
Lochgilphhead	F.C.	4			5 16 8½	85 10 0	-	350 0 0	
Lochgilphhead	Epis.	9			3 16 0	23 0 0	-	196 5 0	
Lochgilphhead	Par.		251 0 0	1856	4 11 8½		-		
Oatfield	G.A.	7				108 0 0	-	83 6 8	
Ormsary	G.A.	3				22 0 0	-		
Peninver	G.A.	7				30 0 0	-		
Poltalloch, Industrial		9					-	21 17 6	
Port Charlotte	G.A.	7				106 0 0	-	53 6 8	
Portnahaven	F.C.	4	73 15 0	1853	5 3 3	75 12 6	-	127 0 0	
Portnahaven, Parliamentary S.		8			2 10 0½		-	86 0 0	
Salen Female Industrial		3				27 0 0	-		
Southend	Par.	7			2 15 7½		-	372 0 0	
Tarbert	G.A.	7				102 5 0	-	226 9 2	
Tobermory, Girls, Industrial			133 0 0	1849			-		
Tobermory	F.C.	5				35 15 0	-		
ARSHIRE.									
Alloway	G.A.		140 0 0	1848					
Ardrossan	Par.	4			6 19 5½	130 15 0	50 0 0	254 1 8	
Ardrossan	Public Sess.	4	*150 0 0	1833	15 10 0½				
Ardrossan, Female Indust. Sch.		4	108 0 0	1850	6 17 6	70 12 4	80 8 4	99 15 0	
Ayr	Epis.	12			4 15 0½	63 6 8	-	239 11 8	
Ayr	G.A.		200 0 0	1843	2 8 7	56 7 6	-	201 11 8	
Ayr, Fish Cross District	F.C.	4				8 15 0	-		
Ayr, Industrial Ragged School			158 15 0	1853			-		147 2
Ayr	R.C.				3 0 0		-		
Ballantrae	Par.	5			8 15 1½	83 10 0	-	254 16 8	
Ballantrae, Glennap, End.		5				110 15 0	-		
Barrhill	F.C.	4	80 0 0	1851	4 15 0	56 5 0	-	100 0 0	
Beith	G.A.	3	109 0 0	1849			-	570 10 10	
Beith	F.C.	4	132 0 0	1849		49 2 6	-		
Beith, Female, Indust.	G.A.	3				39 6 8	-	154 5 0	
Blair Iron Works	G.A.	4				43 15 0	-	65 13 4	
Blair Mains	Par.	4				21 10 0	-	41 10 0	
Catrine	F.C.				3 0 0		-		
Crosshills	G.A.	5			6 18 5	89 1 8	-	147 17 6	
Crosshouse	G.A.	5	150 0 0	1849	4 10 0	63 5 6	-		
Cumnock, New	F.C.	4			9 3 4½	123 12 6	-	231 15 0	
Cumnock, Old	F.C.	4			10 2 11½	123 12 6	-	302 0 0	
Dailly	Par.	2				44 18 4	-		
Dalry	Par.	4	66 10 0	1852	3 4 8½	27 15 0	22 3 4	326 10 0	
Dalry, Female Indust.	G.A.	4				30 3 4	-	337 16 8	
Dalry	F.C.	4					-	29 0 0	
Dalry, Kersland Barony	G.A.	4	133 0 0	1843	12 9 2½	12 10 0	-	431 3 4	
Darvel	F.C.				3 4 0		-		
Darvel (Lord Hasting's) Sch.					4 1 4½		-		
Dreghorn (Cross Roads)	G.A.	8				54 0 0	-		
Drybridge, Subscription Sch.		5	205 0 0	1857		23 15 0	-		
Dundonald, Old Rome	F.C.	4				3 15 0	-		
Eglinton, Iron Works Sch.		4			8 4 3½	30 0 0	-		

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
AYRSHIRE—cont.							
Arden - - - - - G.A.	47 10 0	1844					
Arden - - - - - F.C. 4	26 0 0	1848					
Arden - - - - - F.C. 4	160 0 0	1849	10 13 3½	85 10 0	-	328 0 0	
Arden - - - - - G.A. 3	22 13 4	1853					
Arden - - - - - Par. 5	-	-	3 15 0½	118 10 0	17 10 0	376 13 4	
Arden - - - - - Par. 5	-	-	10 7 8½	205 0 0	-	286 5 0	
Arden - - - - - F.C. 4	-	-	-	65 0 0	-	370 10 0	
Arden - - - - - F.C. 4	-	-	-	-	-	52 10 0	
Arden and Portland, Iron Works School - - - - - F.C. 4	497 3 6	1857	-	37 0 0	-	32 10 0	
Arden - - - - - Par. 5	205 0 0	1849	-	14 13 4	-	-	
Arden, West - - - - - F.C. 4	-	-	2 4 8½	90 5 0	-	67 0 0	
Arden, West, Female Industrial Sch. - - - - - 5	-	-	2 10 0	5 16 8	-	-	
Arden (Hill Side) Sch. - - - - - 5	-	-	-	6 5 0	-	-	
Arden Academy - - - - - 5	-	-	5 10 8	43 0 0	-	178 10 0	
Arden Industrial - F.C. 4	-	-	7 10 1	54 13 4	-	290 15 0	
Arden - - - - - Epis. 12	-	-	-	8 19 2	-	16 0 0	
Arden, Reformatory - - - - - 5	-	-	-	-	-	-	164 13 0½
Arden, Town Head - F.C. 4	140 13 4	1853	15 13 8½	70 0 0	80 0 0	236 10 0	
Arden - - - - - Par. 5	-	-	-	26 17 6	-	-	
Arden - - - - - F.C. 4	-	-	13 15 0½	66 0 0	101 9 2	146 5 0	
Arden - - - - - F.C. 4	-	-	5 4 2	145 8 4	-	344 15 0	
Arden - - - - - F.C. 4	-	-	4 16 0½	188 8 4	-	331 18 4	
Arden, Brisbane End, Sch. - - - - - 4	-	-	-	-	-	-	
Arden, Female School of - - - - - 4	103 2 6	1853	2 19 1	64 10 0	-	151 8 4	
Arden - - - - - Par. 5	-	-	4 8 0	-	-	-	
Arden - - - - - F.C. 4	-	-	3 15 0	-	-	197 10 0	
Arden Iron Works Sch. - - - - - 5	-	-	10 0 0	-	10 8 4	-	
Arden - - - - - Par. 5	-	-	-	16 10 0	-	-	
Arden - - - - - F.C. 4	201 0 0	1855	5 9 0	15 0 0	-	618 4 2	
Arden-Ayr - - - - - Par. 5	-	-	7 4 11	-	-	286 0 0	
Arden-Ayr - F.C. 4	180 0 0	1849	8 16 0½	143 6 8	53 10 0	-	
Arden-Ayr, Missionary - F.C. 4	-	-	3 17 8	-	-	-	
Arden - - - - - F.C. 4	100 0 0	1849	4 8 2½	75 0 0	-	284 7 6	
Arden - - - - - F.C. 4	-	-	1 14 2½	27 0 0	-	194 5 0	
Arden - - - - - G.A. 5	100 13 8	1857	1 3 4	23 15 0	-	-	
Arden - - - - - G.A. 2	-	-	-	-	-	142 15 0	
Arden, Burgh - - - - - Par. 5	*150 0 0	1840	-	-	-	-	
Arden, Ryker Hill - - - - - Par. 5	-	-	8 6 8½	106 5 0	-	141 15 0	
Arden - - - - - F.C. 4	158 0 0	1849	2 4 0½	94 15 0	-	233 10 0	
Arden - - - - - F.C. 4	-	-	-	49 7 6	-	-	
Arden - - - - - G.A. 5	-	-	1 0 0	25 0 0	-	46 10 0	
Arden - - - - - G.A. 4	167 10 0	1841	-	15 2 6	-	33 6 8	
Arden - - - - - F.C. 4	-	-	-	11 5 0	-	-	
BAWKESHIRE.							
Bawkesbury - - - - - G.A. 8	-	-	-	139 18 4	-	191 1 8	
Bawkesbury, Reformatory Institution - - - - - Par. 8	*100 0 0	1836	-	89 16 8	-	130 10 0	
Bawkesbury - - - - - F.C. 10	-	-	4 0 0½	142 10 0	22 10 0	114 0 0	
Bawkesbury - - - - - Par. 8	-	-	-	-	-	83 15 10	
Bawkesbury - - - - - F.C. 10	-	-	2 2 6	35 5 0	-	50 16 8	
Bawkesbury, Scatowa - - - - - G.A. 9	31 17 3½	1850	-	-	-	-	
Bawkesbury - - - - - F.C. 9	-	-	1 0 0½	93 15 10	-	81 17 6	
Bawkesbury, Society School - - - - - 8	-	-	-	-	-	10 0 0	
Bawkesbury - - - - - F.C. 10	69 0 0	1850	1 5 0½	54 0 0	-	-	
Bawkesbury, Industrial - G.A. 8	-	-	-	8 6 8	-	-	
Bawkesbury, Female - - - - - 8	-	-	-	7 10 0	-	-	
Bawkesbury - - - - - G.A. 4	-	-	-	121 0 0	-	33 15 0	
Bawkesbury - - - - - Par. 11	-	-	-	-	-	5 0 0	
Bawkesbury, Downies - F.C. 10	-	-	2 13 4½	48 0 0	-	55 0 0	
Bawkesbury - - - - - F.C. 10	-	-	-	60 0 0	-	79 5 0	
Bawkesbury - - - - - 8	-	-	-	16 5 0	-	16 5 0	
Bawkesbury - - - - - F.C. 10	-	-	4 11 5½	130 0 0	-	294 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- teachers.	Gr
	Amount.	Date of Payment.					
BANFFSHIRE—cont.							
Macduff - - - - Par. 8	- - - -	- - - -	2 15 8	- - - -	- - - -	64 13 4	
Marnock, New - - - F.C. 10	- - - -	- - - -	6 8 9	180 0 0	- - - -	313 5 0	
Pitcair - - - - Par. 8	- - - -	- - - -	- - - -	28 0 0	12 10 0	- - - -	
Port Gordon - - - G.A. 8	- - - -	- - - -	- - - -	25 0 0	- - - -	- - - -	
Portnochie - - - G.A. 8	- - - -	- - - -	2 4 9	- - - -	- - - -	- - - -	
Portsoy - - - - Par. 8	180 0 0	1842	- - - -	11 13 4	- - - -	- - - -	
Protston Hill - - - Par. 11	- - - -	- - - -	- - - -	88 15 0	- - - -	- - - -	
Rathven - - - - Par. 8	- - - -	- - - -	- - - -	- - - -	- - - -	52 10 0	
Rothiemay - - - F.C. 10	- - - -	- - - -	8 14 0	145 10 0	- - - -	115 0 0	
Tomintoul Parliamentary S. 8	- - - -	- - - -	- - - -	- - - -	- - - -	31 8 4	
Tomnavoulen-In-Glenlivet G.A. 4	- - - -	- - - -	- - - -	71 15 0	- - - -	- - - -	
BERWICKSHIRE.							
Allanton (Subscription) - G.A.	- - - -	- - - -	- - - -	15 0 0	- - - -	- - - -	
Ayton, Female Sewing School 12	- - - -	- - - -	- - - -	5 0 0	- - - -	- - - -	
Berwick, Girls, Industrial	- - - -	- - - -	3 3 6½	- - - -	- - - -	- - - -	
Birgham, District - G.A. 11	- - - -	- - - -	- - - -	34 7 6	- - - -	292 13 4	
Boston - - - - F.C. 2	- - - -	- - - -	3 19 11½	156 0 10	- - - -	223 13 4	
Dunse - - - - Par. 12	- - - -	- - - -	1 15 0½	123 6 8	- - - -	307 13 4	
Earlston - - - - F.C. 1	- - - -	- - - -	5 13 0½	92 2 6	- - - -	272 13 4	
Eyemouth - - - - Par. 12	- - - -	- - - -	2 15 9½	199 13 4	30 0 0	111 10 0	
Eyemouth - - - - F.C. 2	160 0 0	1846	1 15 7½	132 15 10	- - - -	311 10 0	
Eyemouth - - - - F.C. 2	74 0 0	1847	4 14 11	146 11 3	- - - -	- - - -	
Greenlaw - - - - F.C. 2	2 10 0	1848	- - - -	- - - -	- - - -	- - - -	
" - - - - "	42 0 0	1852	- - - -	- - - -	- - - -	- - - -	
Houndwood, Grants' House	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	
G.A. 12	50 0 0	1843	1 15 6½	39 17 6	- - - -	21 5 0	
Lauder - - - - Par. 12	- - - -	- - - -	- - - -	154 1 8	- - - -	369 15 0	
Leitholm - - - - F.C. 2	- - - -	- - - -	- - - -	53 10 0	- - - -	- - - -	
Milne Graden - - - Par.	- - - -	- - - -	2 10 0½	- - - -	- - - -	- - - -	
Ninewells - - - - G.A. 12	- - - -	- - - -	4 0 6	68 15 0	- - - -	15 0 0	
Paxton Village - - - G.A. 11	- - - -	- - - -	4 14 2½	31 5 0	- - - -	- - - -	
Swinton - - - - F.C. 2	- - - -	- - - -	3 14 11½	80 0 0	- - - -	283 15 0	
BUTESHIRE.							
Cambrac, Isle of - - F.C. 4	- - - -	- - - -	- - - -	31 10 0	- - - -	15 0 0	
Port Bannatyne - - F.C. 4	- - - -	- - - -	- - - -	5 10 0	- - - -	- - - -	
Rothessay - - - - G.A.	118 0 0	1842	- - - -	- - - -	- - - -	- - - -	
Rothessay, East - - F.C. 4	- - - -	- - - -	2 4 8½	126 10 0	- - - -	- - - -	
Rothessay, West - - F.C.	- - - -	- - - -	- - - -	15 0 0	- - - -	- - - -	
CAITHNESS-SHIRE.							
Achow - - - - F.C.	- - - -	- - - -	4 18 6½	- - - -	- - - -	- - - -	
Berriedale - - - G.A. 8	- - - -	- - - -	- - - -	42 12 6	- - - -	- - - -	
Bruan - - - - F.C.	- - - -	- - - -	2 3 4½	- - - -	- - - -	- - - -	
Dunn British School - - -	- - - -	- - - -	2 5 10½	- - - -	- - - -	- - - -	
Dunn - - - - G.A. 8	- - - -	- - - -	- - - -	85 8 4	- - - -	- - - -	
Dunnet - - - - Par.	- - - -	- - - -	1 13 4½	- - - -	- - - -	- - - -	
Freswick - - - - G.A. 8	- - - -	- - - -	2 0 9	59 15 0	- - - -	- - - -	
John o'Groats - - - G.A. 9	- - - -	- - - -	2 0 0½	88 10 0	- - - -	51 13 4	
Lybster - - - - F.C. 5	83 0 0	1853	8 11 8½	- - - -	- - - -	100 2 6	
Newlands - - - - F.C.	- - - -	- - - -	4 10 1½	- - - -	- - - -	- - - -	
Olrig, Female - - -	- - - -	- - - -	- - - -	12 0 0	- - - -	- - - -	
Pulteneytown - - - F.C. 6	112 0 0	1850	- - - -	29 1 8	- - - -	293 10 0	
Pulteneytown Academy - - -	*400 0 0	1839	- - - -	- - - -	- - - -	46 18 4	
Thrumster - - - Par.	- - - -	- - - -	1 17 2½	- - - -	- - - -	181 0 0	
Thurso - - - - F.C. 6	- - - -	- - - -	3 10 0½	80 0 0	- - - -	137 10 0	
Toftinghall - - - G.A. 9	- - - -	- - - -	- - - -	63 10 0	- - - -	- - - -	
Watten - - - - F.C. 6	- - - -	- - - -	1 14 8½	52 10 0	- - - -	32 10 0	
Wick - - - - F.C. 6	- - - -	- - - -	4 0 3	95 0	- - - -	346 1 8	

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	Amount.	Date of Payment.					
CLACKMANNANSHIRE.							
Infants and Infants School	5	1848	8 18 4	7 10 0	-	-	-
Epis. -	3	-	5 3 9½	28 17 6	-	102 1 8	-
Subscription -	8	-	-	12 0 0	-	-	-
Subscription -	6	-	1 7 11	38 15 0	-	-	-
Subscription - G.A.	6	-	6 6 4½	-	-	336 0 0	-
DUMFRIES-SHIRE.							
Academy - G.A.	250 0 0	1853	-	-	-	-	-
Female -	6	-	7 17 4	113 5 0	-	208 18 4	-
F.C. -	4	1852	2 0 0½	92 0 0	-	201 0 0	-
Par. -	6	-	7 12 6½	95 5 0	25 0 0	193 0 0	-
(Mrs. Ewing's) Female	4	-	-	16 6 8	-	-	-
Industrial	6	-	3 2 11½	-	-	204 8 4	-
Par. -	6	-	3 8 0	-	-	-	-
(Privately	-	-	-	-	-	-	-
Moved) School -	6	-	6 14 1½	41 18 4	-	335 8 4	-
Subscription -	6	-	-	-	-	185 15 0	-
Epis. -	12	-	-	17 10 0	-	-	-
F.C. -	4	1850	5 9 0½	122 5 0	-	176 0 0	-
Burgh Academy -	6	-	-	52 5 0	-	209 16 8	-
Burgh -	-	-	2 13 5	-	-	-	-
Par. -	-	-	4 5 0	-	-	-	-
G.A. -	6	-	2 11 3½	17 10 0	-	153 3 4	-
G.A. -	6	-	-	8 15 0	-	-	-
F.C. -	6	1842	8 12 6½	-	-	-	-
Quoad Sacra G.A.	6	-	-	35 15 0	-	159 6 8	-
Bagged and	-	-	-	-	-	-	-
Industrial School	-	-	3 17 5	-	-	-	-
Trinity - Epis. -	12	-	1 10 0	76 11 8	-	15 0 0	-
F.C. -	4	-	7 15 1½	116 5 0	-	124 2 8	-
Par. -	4	-	3 15 0	-	-	106 10 0	-
(The Oswald	-	-	-	-	-	-	-
Kirk Session School) -	6	1855	1 11 5	53 10 0	-	42 6 8	-
Kerr Street G.A.	4	-	3 10 0½	27 15 0	-	29 0 0	-
-	-	-	26 13 4	-	-	-	-
Par. -	7	-	-	-	-	15 0 0	-
G.A. -	6	-	-	17 10 0	-	-	-
G.A. -	6	-	2 0 2½	38 16 8	-	55 8 4	-
F.C. -	4	-	7 9 8	59 11 8	-	363 5 10	-
F.C. -	4	-	4 12 6	178 5 0	-	51 13 4	-
Subscription School	-	-	2 0 0½	6 5 15 0	-	-	-
DUMFRIES-SHIRE.							
Infant Female Indus- trial School -	11	-	5 2½	-	-	243 0 0	-
G.A. -	11	-	2 4 4	45 6 8	-	104 3 4	-
G.A. -	45 0 0	1842	-	-	-	-	-
Par. -	12	-	14 1 9	-	-	315 0 0	-
Par. -	8	-	-	60 0 0	-	55 4 2	-
Par. -	11	-	2 6 8	5 0 0	-	-	-
Infants' School	6	1840	-	-	-	166 16 8	-
St. Andrew's - R.C. -	6	-	4 1 8½	-	-	-	-
Industrial	-	-	-	-	-	-	-
Laboratory -	12	-	3 5 0	-	-	-	248 13 6B
F.C. -	-	-	0 19 11½	-	-	-	-
Infant Industrial	12	1843	1 9 1½	23 10 0	-	32 10 0	-
Par. -	45 0 0	1840	1 9 11½	-	-	-	-
F.C. -	12	-	7 4 6½	54 17 6	-	253 11 8	-
G.A. -	11	-	-	104 10 0	-	-	-
F.C. -	12	1855	2 6 8½	27 10 0	-	-	-
F.C. -	12	-	3 17 7½	-	-	120 8 4	-

α Scientific apparatus,

β Retiring pension.

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- teachers.	Gr Ref at Ind tr Sch
		Amount.	Date of Payment.					
DUMFRIES-SHIRE—cont.								
Kirkpatrick Fleming	- F.C. 12				37 10 0			
Langholm	- F.C. 12	117 0 0	1851	4 0 10	57 0 0	-	73 6 8	
		90 0 0	1855					
Langholm	- Par.			6 13 4				
Langholm, Infant	- 12						12 1 8	
Locharbriggs	- G.A.	50 0 0	1840	1 10 0				
Lochmaben	- Par. 11			4 14 5½			91 13 4	
Lochmaben	- F.C. 12	15 0 0	1857	1 18 0½	15 0 0			
Lockerbie	- F.C. 11			2 0 0½	16 0 0			
Ruthwell	- F.C. 12			2 16 11	6 5 0			
Trohowton	- G.A.	90 0 0	1840					
EDINBURGHSKIRE.								
Balerno, Subscription	- G.A. 4	100 0 0	1842		76 10 0			
Barnston, late Lauriston, Female Industrial	- 4				97 16 8	-	104 3 4	
Calder, East, Subscription	- G.A. 4			2 4 0½	50 0 0			
Calder, West	- Par. 4			6 11 5½	81 0 0		71 10 0	
Cockpen	- F.C. 2	160 0 0	1850	5 13 3½	124 13 4	10 8 4	199 1 8	
Colinton and Currie	- F.C. 1	117 0 0	1840				135 10 0	
Coltbridge (Lord Mackenzie's)	- F.C. 2	103 10 0	1852	3 10 2½	88 0 0	-	107 14 2	
Cousland, District	- F.C. 1	150 0 0	1842	3 6 8	63 0 0	-	52 10 0	
Cramond	- Par. 4				123 5 0	-	90 0 0	
Cramond	- F.C. 2			2 4 0	91 2 6	-	15 0 0	
Cramond, Davidson's Mains	- G.A. 4				77 7 6	-	109 10 0	
Cramond, Davidson's Mains	- F.C.	124 0 0	1847					
Crichton	- Par.			3 15 0½				
Dalkeith, Buccleuch School	- 4				18 0 0			
Dalkeith Academy	- F.C. 2	248 0 0	1848	3 13 3½	361 2 6	-	324 10 0	
Dalkeith	- Sess. 1				5 0 0			
Dalkeith, St. Mary's	- Epis. 3				7 10 0			
Edinburgh, Advocates' Close, High	- F.C. 1			2 16 8½	66 8 4			
Edinburgh, Buccleugh	- Par.	*756 0 0	1830					
Edinburgh, Canongate, Burgh	- 4	250 0 0	1854	11 6 8	112 10 0	-	461 15 0	
Edinburgh, Canongate	- Sess. 4	*350 0 0	1836	6 16 8	15 0 0	-	404 10 0	
Edinburgh, Canongate Chris- tian Society's, Male School	- 4			1 8 6	58 15 0	-	105 0 0	
Edinburgh, Canongate Chris- tian Society's Female School	- 4			1 3 6	122 0 0	-	205 0 0	
Edinburgh, Canon Mills, St. Mary's	- F.C. 2	141 15 0	1850	4 6 8½	164 13 4	-	215 8 4	
		8 10 0	1854					
Edinburgh, Chalmers', West- port, Territorial	- F.C. 2			10 0 0½	19 11 8	-	501 16 8	
Edinburgh, Dean Chalmers'	- F.C. 2				30 0 0	-	74 3 4	
Edinburgh, Dr. A. Thomson's	- F.C. 2				339 18 4	80 0 0	1,417 0 0	
Edinburgh, Fountain-bridge Missionary	- F.C. 2	145 0 0	1850		153 6 8	-	377 10 10	
Edinburgh, New North	- F.C. 2			2 19 6	18 17 6	-	11 5 0	
Edinburgh, General Assembly of the Established Church of Scotland	-			8 11 10½				
Edinburgh, Greenside (Dr. Bell's)	- 4	148 0 0	1848	7 4 2		-	158 0 0	
Edinburgh, High Church	- Sess. 4				7 10 0	-		
Edinburgh, Holyrood	- F.C. 2			11 3 1	106 19 2	-	508 5 0	
Edinburgh, Holy Trinity Epis.	-			2 7 4½				
Edinburgh, John Street Indust.	- 2				17 0 0	-	15 0 0	
Edinburgh, Model	- G.A. 4				196 17 6	-	1,485 10 0	
Edinburgh, Model	- F.C. 1			20 16 8	520 12 6	41 13 4	3,709 13 0	
Edinburgh, New Grey Friars Sess.	-	254 0 0	1848					

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		Amount.	Date of Payment.					
EDINBURGHSHIRE—cont.								
Edinburgh, Niddry Street (Bell's) - G.A.	4	-	-	9 18 7½	79 0 0	60 0 0	362 0 0	
Edinburgh, Northern District F.C.	2	605 0 0	1848	-	268 9 2	-	1,092 3 4	
Edinburgh, Old Grey Friars, G.A.		*845 0 0	1839					
Edinburgh (Old Town) - Epis.		230 0 0	1848					
Edinburgh, Original Ragged School - F.C.	4	-	-	3 10 4	85 10 0	-	-	128 0 0
Edinburgh, Pilrig - F.C.	2	120 0 0	1846	8 7 5½	137 10 0	30 0 0	243 10 0	
		106 0 0	1857					
Edinburgh, Pleasance Territorial - F.C.	2	131 0 0	1854	6 19 11	37 13 4	-	142 5 0	
Edinburgh (Roxburgh Street) F.C.		-	-	-	33 0 0			
Edinburgh, St. Andrew's Hall, Epis.	3	-	-	3 7 0½	108 10 10	-	234 1 8	
Edinburgh, St. Andrew's R.C.	6	-	-	12 16 3	113 6 8	35 8 4	852 6 8	
Edinburgh, St. Bernard's Seas.	1	23 6 8	1857	5 5 0	9 0 0			
Edinburgh, St. Catherine's R.C.	6	-	-	8 10 5½	61 11 10	-	589 7 11	
Edinburgh, St. Columbus' Epis.	3	-	-	3 15 8½	41 13 4	-	127 10 0	
Edinburgh, St. George's Epis.	3	-	-	-	26 13 4	-	66 10 0	
Edinburgh, St. George's Local School - G.A.	4	-	-	6 13 4	28 15 0	-	416 0 0	
Edinburgh, St. John's Epis.	3	-	-	5 2 6½	62 17 6	-	247 15 0	
Edinburgh, St. John's Night S.		-	-	-	-	-	19 0 0	
Edinburgh, St. Mary's - Seas.	4	-	-	8 15 0½	135 8 4	-	329 10 10	
Edinburgh, St. Mary's R.C.	6	-	-	14 10 6½	120 0 0	-	1,134 0 0	
Edinburgh, St. Patrick's R.C.	6	-	-	10 14 9½	30 5 0	-	548 3 4	
Edinburgh, St. Paul's - F.O.	2	300 0 0	1852	14 8 9½	25 1 8	-	598 16 8	
Edinburgh, St. Paul's (Carmichael's Close) - Epis.	3	-	-	3 9 4	24 0 0	-	223 10 0	
Edinburgh, St. Stephen's G.A.		*800 0 0	1836					
Edinburgh, Thistle Street (Maclean's) - G.A.	3	-	-	3 3 10	31 5 6	-	46 10 0	
Edinburgh, Tolbooth - Par.		*600 0 0	1838					
Edinburgh, Tolbooth - Seas.		-	-	-	16 10 0			
Edinburgh, Tolbooth, Congregational - F.C.	2	-	-	7 2 1½	26 5 0	-	211 6 8	
Edinburgh, Trinity - Epis.	3	-	-	-	36 13 4	-	194 5 0	
Edinburgh, United Industrial School - F.C.	4	-	-	3 4 11½	118 5 0	-	360 0 0	353 10 0
Edinstone, Colliery School G.A.	4	-	-	4 1 8½	15 7 6	-		
Edinstone, Female S. G.A.	4	-	-	3 8 4½	35 15 0	-	32 10 0	
Edinstone, F.C.	1	-	-	-	123 15 0	12 10 0	373 18 4	
Edinstone, Back of F.C.	2	204 0 0	1850	3 9 4	30 5 0	-	61 10 0	19 14 2
Edinstone, English - F.C.	1	-	-	-	6 5 0	-		
Edinstone, Female G.A.	3	-	-	-	20 0 0	-		
Edinstone, Green G.A.	4	80 0 0	1842	1 13 4½	37 15 0	-	52 10 0	
Edinstone, Par. G.A.		-	-	3 11 5				
Edinstone (Whitehill Colliery) - G.A.	4	-	-	-	151 9 2	-	108 6 8	
Edinstone, R.C.	6	-	-	5 0 0	29 7 6	-	330 10 10	
Edinstone, (Mariner's) - F.C.	2	*490 0 0	1840	-	183 10 0	-	779 0 0	
Edinstone, St. James' Epis.	3	735 0 0	1857	6 11 6½	63 5 10	-	196 17 6	
Edinstone, St. John's - F.C.	1	*580 0 0	1837	-	43 15 0	-	463 18 4	
Edinstone, St. South - F.C.	2	-	-	-	140 1 8	14 11 8	374 5 0	
Edinstone, Moor G.A.		85 0 0	1842	-				
Edinstone, Subscription - F.C.	4	-	-	3 1 4½	21 0 0	-		
Edinstone, Female Industrial - G.A.	4	-	-	-	35 15 0	-		
Edinstone, F.C.	2	108 15 0	1850	2 9 11½	34 5 0	-	88 16 8	
Edinstone, Original Subscription School - G.A.	3	-	-	4 9 1	109 4 2	40 10 5	314 0 0	
Edinstone, Female G.A.	2	-	-	1 0 2	69 1 8	-	237 5 0	
Edinstone, Infants G.A.	4	-	-	-	34 15 0	-	32 10 0	
Edinstone, Par. G.A.	4	-	-	-	-	-	105 10 0	

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Refector and Industrial Schools.
		Amount.	Date of Payment.					
EDINBURGSHIRE—cont.								
Newbattle (Collieries) - G.A.	4	-	-	-	105 0 0	-	207 6 0	
Newbiggin - F.C.	2	-	-	-	124 10 0	-	445 11 8	
Newhaven - G.A.		*311 0 0	1839	-	-	-	15 0 0	
Newhaven, Victoria -	1	-	-	-	53 12 6	-	-	
Newhaven, Free Fisherman's Society -	2	-	-	-	15 16 8	-	83 0 0	
Newington - F.C.	3	300 0 0	1840	6 17 10	00 0 0	37 10 0	63 0 0	
Penecuick - Par.	4	188 0 0	1847	-	43 0 0	-	36 0 0	
Penecuick - F.C.	2	-	-	3 6 8	47 10 0	-	52 10 0	
Portobello - Epis.	3	-	-	-	6 13 4	-	-	
Portobello - F.C.	2	-	-	-	171 13 4	-	75 0 0	
Portobello, Female -	1	-	-	-	3 6 8	-	-	
Ratho, Female - G.A.	4	-	-	-	-	-	90 0 0	
Ratho, New Subscription - G.A.	4	-	-	-	55 0 0	-	148 0 0	
Ratho and Kirknewton - F.C.		117 0 0	1850	-	-	-	-	
Roslin - F.C.		-	-	3 0 0½	30 0 0	-	-	
Roslin - G.A.	4	-	-	1 3 11½	-	-	46 10 0	
Slateford, St. Cuthbert's, Subscription School -	2	100 0 0	1840	1 15 3	8 15 0	-	29 0 0	
" " -		15 0 0	1841	-	-	-	-	
" " -		70 0 0	1851	-	-	-	-	
Stobhill - G.A.	4	90 0 0	1853	-	22 10 0	-	-	
Stobhill, Mission - F.C.		-	-	2 0 4	-	-	-	
Temple - F.C.	2	-	-	-	86 10 8	-	-	
Valleyfield, Infant and Indust. School -	2	-	-	3 6 9½	-	-	-	
Wilkieston - F.C.	2	-	-	4 13 10½	120 15 0	-	196 1 8	
ELGINSHIRE.								
Archiestown - G.A.		101 0 0	1854	-	-	-	-	
Bishopmill - G.A.	12	-	-	-	101 10 0	-	17 10 0	
Burghhead - F.C.		-	-	5 5 2	-	-	-	
Burghhead - G.A.	7	-	-	-	27 10 0	-	-	
Duffus - Par.		-	-	1 14 2½	-	-	-	
Elchies - Par.	8	-	-	-	12 10 0	-	-	
Elgin, The Trades' - G.A.	7	*120 0 0	1838	-	-	-	-	
Elgin, Infants - G.A.	12	*150 0 0	1837	-	-	-	-	
Elgin, Girls - Epis.	9	110 0 0	1856	3 8 6	29 3 4	-	19 16 8	
Fochabers (Milnes'), Free Industrial School -	7	-	-	15 17 1½	-	-	411 16 8	
Forres (Frazer's), Female -	7	70 0 0	1853	-	-	-	29 0 0	
Garmouth - F.C.	11	80 0 0	1851	5 7 0½	33 0 0	-	-	
Hopeman - G.A.	12	-	-	1 13 4½	94 17 6	-	-	
Hop-man - F.C.		-	-	3 4 8½	-	-	-	
Lossiemouth - G.A.	7	522 1 6	1856	-	37 10 0	-	40 5 0	
Lossiemouth - F.C.	10	-	-	-	22 10 0	-	-	
Spyrie, New - Par.		-	-	1 2 8	-	-	-	
St. Andrew's, Lhanbryd - Par.	7	-	-	-	-	-	46 5 0	
Urquhart - Par.	7	-	-	-	-	-	15 0 0	
Urquhart - F.C.	10	-	-	3 13 3½	35 2 6	-	208 15 0	
FIFESHIRE.								
Aberlour - F.C.	11	-	-	4 0 1	39 0 0	-	-	
Andrew's, St., Infants - G.A.	6	-	-	-	77 1 8	-	144 10 0	
Andrew's, St. (Fisher's), Mixed - G.A.	6	-	-	6 7 0	92 14 2	27 10 0	63 0 0	
Andrew's, St., Madras College - G.A.	6	-	-	-	-	-	523 0 0	
Anstruther, Easter - F.C.	11	-	-	5 3 4½	-	-	9 13 4	
Auchtermuchty - F.C.	8	65 0 0	1850	8 15 0½	144 10 0	-	195 15 0	
Auchtermuchty, Madras - G.A.	6	278 0 0	1857	13 18 8½	16 16 8	33 6 8	44 4 2	
Balmerino - Par.	6	-	-	2 0 0	-	-	15 0 0	
Bogie, West - F.C.	6	-	-	-	10 0 0	-	-	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- teachers.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.					
FIFESHIRE—cont.							
Easton, Plisk, and Creich F.C.	80 0 0	1840					
Maide, Endowed - G.A.	45 10 0	1840					
Maistand - - - - - Epis. 3	- - - - -	- - - - -	8 0 4	- - - - -	- - - - -	176 12 0	
Maistand, Burgh School - 5	- - - - -	- - - - -	5 15 6	14 6 8	- - - - -	- - - - -	
Maison - - - - - Par. 6	- - - - -	- - - - -	1 0 0	49 0 0	- - - - -	- - - - -	
Maison - - - - - F.C. 11	- - - - -	- - - - -	2 1 8	5 0 0	- - - - -	5 0 0	
Maishyko - - - - - G.A.	110 0 0	1840	- - - - -	107 6 8	30 0 0	380 10 0	
Maishy - - - - - Par. 6	- - - - -	- - - - -	- - - - -	7 10 0	- - - - -	- - - - -	
Maishy, Colliery, British Sch. - 6	- - - - -	- - - - -	4 3 4	- - - - -	- - - - -	- - - - -	
Maishyburgh, Subscription G.A.	95 0 0	1845	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy - - - - - F.C.	120 0 0	1855	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy, New - - - - - Par. 6	- - - - -	- - - - -	3 6 8	- - - - -	- - - - -	154 1 8	
Maishy (Madras Academy) G.A.	- - - - -	- - - - -	37 0 104	- - - - -	- - - - -	1,063 8 4	
Maishy - - - - - Par. 6	- - - - -	- - - - -	1 13 4	- - - - -	- - - - -	- - - - -	
Maishy, Subscription - G.A.	67 10 0	1852	3 11 1	- - - - -	- - - - -	132 10 0	
Maishy - - - - - Par. 6	- - - - -	- - - - -	2 1 8	- - - - -	- - - - -	142 10 0	
Maishy, Abbey - - - - - F.C. 8	400 0 0	1847	- - - - -	116 17 6	- - - - -	472 10 0	
Maishy, Female - - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy, Industrial - G.A.	200 0 0	1842	8 6 8	- - - - -	- - - - -	68 0 0	
Maishy, Goldrum - G.A.	367 0 0	1848	12 18 41	128 15 0	- - - - -	568 18 4	
Maishy, (Treas's) - G.A.	- - - - -	- - - - -	7 15 12	41 5 0	25 0 0	- - - - -	
Maishy, Trinity - Epis. 3	- - - - -	- - - - -	- - - - -	21 0 0	- - - - -	37 10 0	
Maishy - - - - - Par. 6	- - - - -	- - - - -	1 16 8	15 0 0	- - - - -	- - - - -	
Maishy, Burgh & Par. School - 6	330 0 0	1839	- - - - -	- - - - -	- - - - -	222 0 0	
Maishy - - - - - " - - - - -	140 0 0	1840	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy, Infant and " - - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy, Industrial - F.C. 10	78 0 0	1854	1 4 2	41 3 4	- - - - -	36 5 0	
Maishy, Subscription Sch. - 2	105 0 0	1855	2 8 8	63 10 0	- - - - -	55 2 6	
Maishy - - - - - " - - - - -	7 17 8	1837	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy, Fernie - - - - - G.A.	88 0 0	1856	- - - - -	118 6 8	- - - - -	32 10 0	
Maishy - - - - - G.A.	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	454 6 8	
Maishy - - - - - Par. 6	- - - - -	- - - - -	12 1 84	- - - - -	- - - - -	- - - - -	
Maishy-on-Craig, Sub- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy - - - - - F.C. 7	65 0 0	1840	11 2 104	15 0 0	- - - - -	496 10 10	
Maishy - - - - - " - - - - -	10 0 0	1842	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy - - - - - " - - - - -	40 0 0	1853	- - - - -	- - - - -	- - - - -	- - - - -	
Maishyhouse - - - - - F.C. 7	- - - - -	- - - - -	1 18 74	36 0 0	- - - - -	52 10 0	
Maishy - - - - - Par. 6	- - - - -	- - - - -	2 3 4	- - - - -	- - - - -	- - - - -	
Maishy, Subscription - G.A.	- - - - -	- - - - -	2 12 7	23 18 4	- - - - -	- - - - -	
Maishy, Subscription - 11	- - - - -	- - - - -	2 19 114	- - - - -	- - - - -	- - - - -	
Maishy, New, Subscrip. - G.A.	32 10 0	1850	3 11 44	26 15 0	- - - - -	- - - - -	
Maishy - - - - - Par. 6	- - - - -	- - - - -	2 2 8	- - - - -	- - - - -	75 0 0	
Maishyway - - - - - Par. 6	- - - - -	- - - - -	5 4 04	53 6 8	- - - - -	276 0 0	
Maishyquhar - - - - - Par. 5	- - - - -	- - - - -	4 6 72	38 15 0	59 7 6	219 11 8	
Maishy - - - - - F.C. 8	- - - - -	- - - - -	- - - - -	56 13 4	- - - - -	- - - - -	
Maishy - - - - - Par. 6	- - - - -	- - - - -	1 13 4	- - - - -	- - - - -	- - - - -	
Maishy, Burgh School G.A.	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	904 10 0	
Maishy, Industrial Ragged - 10	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	282 7 68
Maishy, Mixed - G.A.	264 0 0	1855	4 0 04	46 10 0	21 13 4	60 13 4	
Maishy, Durham, Charity - G.A.	- - - - -	- - - - -	- - - - -	31 8 4	- - - - -	32 10 0	
Maishy, Subscription - 12	- - - - -	- - - - -	- - - - -	79 10 0	- - - - -	- - - - -	
Maishy - - - - - G.A.	430 0 0	1838	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy, Lady Leven's School - 5	- - - - -	- - - - -	1 0 0	- - - - -	- - - - -	- - - - -	
Maishy, Subscription - G.A.	- - - - -	- - - - -	4 19 114	136 12 6	- - - - -	240 15 0	
Maishy - - - - - " - - - - -	- - - - -	- - - - -	13 0 04	- - - - -	- - - - -	- - - - -	
Maishy - - - - - Par. 5	- - - - -	- - - - -	- - - - -	28 13 4	- - - - -	29 0 0	
Maishy - - - - - F.C. 8	- - - - -	- - - - -	4 10 44	117 10 0	- - - - -	114 16 8	
Maishy (Iron Works - 6	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	
Maishy, Mill, Subscription S. - 5	274 0 0	1851	8 5 10	207 10 0	95 0 0	171 0 0	
Maishy - - - - - F.C. 10	- - - - -	- - - - -	8 9 10	6 5 0	- - - - -	- - - - -	
Maishy, St. - - - - - G.A.	125 0 0	1846	3 13 4	18 15 0	- - - - -	67 10 0	
Maishy - - - - - F.C.	90 0 0	1850	- - - - -	6 5 0	- - - - -	- - - - -	
Maishy - - - - - F.C. 7	182 0 0	1854	8 6 74	78 7 6	- - - - -	339 3 4	
Maishyhead and Sinclairtown - 6	283 0 0	1850	13 8 64	59 8 4	- - - - -	344 10 0	
Maishy - - - - - " - - - - -	10 0 0	1853	- - - - -	- - - - -	- - - - -	- - - - -	

a Scientific apparatus.

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants on account of Pupil-teachers.	Grants on account of Pupil-teachers.
		Amount.	Date of Payment.						
FIFESHIRE—cont.									
Pittlesie - - - F.C.	7	-	-	£ 15 7½	123 0 0	-	-	137 10 0	-
Pittenween - - - G.A.	5	76 0 0	1844	2 5 6	-	-	-	-	-
Prinlaws School - - -	-	-	-	8 8 0	-	-	-	-	-
Scoonie - - - Par.	5	-	-	7 19 10	55 10 10	-	-	274 10 0	-
Sinclairtown, Hawklemuir, and Parkhead School - - -	-	-	-	14 4 0a	-	-	-	-	-
Springfield - - - F.C.	7	219 0 0	1856	2 0 0	46 10 0	-	-	467 15 0	-
Star Subscription School - - -	-	-	-	1 16 3½	-	-	-	-	-
Strathkinness - - - F.C.	7	-	-	8 10 3½	71 5 0	-	-	75 0 0	-
Thornton - - - G.A.	-	180 0 0	1841	3 9 2	-	-	-	-	-
Torryburn - - - Par.	8	-	-	-	56 13 4	-	-	97 8 4	-
Wemyss - - - Par.	6	-	-	2 19 11½	48 0 0	-	-	226 10 0	-
Wemyss, East - - - F.C.	8	-	-	5 3 4	127 10 0	-	-	208 1 8	-
FORFARSHIRE.									
Aldbar (Private School) - - -	6	-	-	2 17 9½	83 15 0	-	-	100 0 0	-
Arbroath - - - Par.	2	240 0 0	1841	8 4 1½	-	-	-	399 13 4	-
Arbroath (Educational Society's) - - - F.C.	7	-	-	-	343 0 0	-	-	26 13 4	-
Arbroath, Dale Cottage Reformatory - - - F.C.	7	70 0 0	1854	2 19 0	74 6 8	-	-	52 1 8	170 1
Blacklunnans - - - G.A.	7	-	-	10 0 0a	-	-	-	-	-
Bonnington - - - F.C.	7	198 0 0	1856	-	68 0 0	-	-	23 10 0	-
Brechin - - - F.C.	8	150 0 0	1850	2 5 0½	55 0 0	-	-	313 2 6	-
Brechin - - - Par.	6	-	-	-	121 13 4	-	-	633 11 8	-
Brechin, Infant School - - -	-	*220 0 0	1837	-	192 4 4	-	-	-	-
Brechin, St. Andrew's - - - Epis.	6	-	-	-	42 17 6	-	-	18 15 0	-
Broughty Ferry - - - F.C.	7	186 0 0	1849	3 18 4½	90 0 0	-	-	270 16 8	-
Broughty Ferry (West Ferry) - - - Sess.	6	-	-	-	-	-	-	130 10 0	-
Burnside of Inshewan - - - G.A.	-	90 0 0	1848	-	-	-	-	-	-
Carnoustie, Female - - - F.C.	7	250 0 0	1855	7 16 8	112 17 6	-	-	231 0 0	-
Carnoustie, Male - - - F.C.	-	90 0 0	1857	-	-	-	-	-	-
Carnoustie, Male - - - F.C.	-	120 0 0	1844	-	-	-	-	-	-
Craig Works - - -	6	-	-	-	-	-	-	23 10 0	-
Cupar Angus - - - F.C.	7	-	-	2 18 2	166 12 6	-	-	363 0 0	-
Dudhope - - - F.C.	7	-	-	12 0 0a	-	-	-	-	-
Dundee, Chalmers' Free Sch. - - -	7	260 0 0	1854	3 15 0½	127 17 6	-	-	242 10 0	-
Dundee (Chapelshade) - - - F.C.	8	-	-	6 13 4½	39 0 0	-	-	120 0 0	-
Dundee (General) - - - Sess.	5	*500 0 0	1835	4 6 8	16 5 0	-	-	35 15 0	-
" - - -	-	*270 0 0	1836	32 9 0½	278 9 2	-	-	2,290 3 4	38 11
" - - -	-	*100 0 0	1838	-	-	-	-	-	-
Dundee (Hill Town) - - - F.C.	8	400 0 0	1843	7 15 0	187 5 0	-	-	322 14 2	-
Dundee, Meadowsdale, Female Sess. - - -	-	-	-	4 14 6	-	-	-	-	-
Dundee, Park Wynd, Infants F.C. - - -	-	*240 0 0	1837	-	9 3 4	-	-	-	-
Dundee, Rood Yards - - - Epis.	6	-	-	-	187 10 0	-	-	1,017 0 0	13 7
Dundee (Rosebank) - - - Sess.	7	100 0 0	1849	6 19 3½	-	-	-	-	-
" - - -	-	178 0 0	1857	-	-	-	-	-	-
Dundee, St. Andrew's - - - G.A.	6	450 0 0	1842	9 2 7½	46 13 4	-	-	59 10 0	-
Dundee, St. Andrew's - - - F.C.	7	-	-	11 6 8½	165 0 0	-	-	594 15 10	-
Dundee, St. David's - - - F.C.	7	550 0 0	1842	10 7 6½	30 0 0	-	-	886 10 0	-
Dundee, St. John's - - - Sess.	5	241 0 0	1856	5 0 0	24 3 4	-	-	30 0 0	-
Dundee, St. John's - - - F.C.	7	*260 0 0	1837	17 19 4½	150 16 8	-	-	729 1 8	-
Dundee, North East District Juvenile and Infant Schools, Crescent Street - - - F.C.	-	472 10 0	1840	-	-	-	-	-	-
Dundee, St. Mary Magdalene's - - - Epis.	6	-	-	-	-	-	-	131 5 0	-
Dundee, St. Paul's, Boys - - - Epis.	6	-	-	5 0 0½	13 15 0	-	-	94 15 0	-
Dundee, St. Paul's, Girls - - - Epis.	6	-	-	-	9 3 4	-	-	76 0 0	-
Dundee, St. Peter's - - - F.C.	7	-	-	16 8 3	248 5 0	2 5 0	-	673 18 4	3 7
Dundee, Wallace Town - - - F.C.	7	-	-	12 5 1½	-	-	-	885 10 0	-

a Scientific apparatus.

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, and Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- teachers.	Grants to Reform- atory and Indus- trial Schools.
		Amount.	Date of Payment.					
FORFARNSHIRE—cont.								
Mr. Wallace Town, In- dus. Industrial	- F.C. 7	- - -	-	- - -	85 5 0	- -	383 10 0	
Wachen	- F.C. 8	134 10 0	1854	2 6 8	17 10 0	- -	31 9 2	
Wachen	- Par. 6	- - -	-	6 9 2½	111 5 0	- -	134 1 8	
Wachen, Infants	- G.A. 6	*75 0 0	1840	- - -	- - -	- -	- - -	
Wachen, Fishermen's Sch.	- G.A. 6	80 0 0	1846	- - -	- - -	- -	- - -	
Mr. East Town End Free School	- 8	200 0 0	1846	- - -	55 10 0	- -	400 0 0	
Mr. North-End School	- 5	327 0 0	1856	3 18 6½	20 0 0	- -	32 5 0	
Mr. West Town End Free S.	- 8	121 0 0	1846	- - -	4 10 0	- -	23 10 0	
Wachen	- G.A. 6	*70 0 0	1839	- - -	- - -	- -	91 10 0	
Wachen	- F.C. 6	- - -	-	1 9 11½	45 0 0	- -	183 15 0	
Wachen	- F.C. 6	- - -	-	1 8 8	- - -	- -	- - -	
Wachen, Industrial	- 8	- - -	-	- - -	- - -	- -	15 0 0	
Wachen, Throck	- G.A. 6	300 0 0	1843	- - -	- - -	- -	519 3 4	
Wachen, Throck	- F.C. 7	- - -	-	3 0 0	120 0 0	- -	544 0 0	
Wachen, Throck	- Par. 6	- - -	-	6 12 0a	13 15 0	- -	63 0 0	
Wachen	- G.A. 6	- - -	-	1 13 2½	36 0 0	- -	53 10 0	
Wachen	- F.C. 6	100 0 0	1855	1 16 8	- - -	- -	- - -	
Wachen	- Epia. 3	- - -	-	- - -	32 0 0	- -	146 10 10	
Wachen, Webster's	- 5	- - -	-	- - -	15 0 0	- -	55 0 0	
Wachen	- F.C. 8	- - -	-	9 9 11½	188 10 10	- -	456 17 6	
Wachen, Fenars School	- 6	- - -	-	5 4 2	- - -	- -	180 10 0	
Wachen	- F.C. 6	132 0 0	1848	3 0 0	- - -	- -	- - -	
Wachen	- Soss. 6	385 0 0	1857	- - -	51 10 2	- -	- - -	
Wachen	- G.A. 6	*130 0 0	1838	- - -	105 17 6	- -	328 13 4	
Wachen	- Epia. 6	- - -	-	1 6 8½	28 15 0	- -	- - -	
Wachen	- G.A. 6	48 9 10	1843	- - -	- - -	- -	- - -	
Wachen	- Par. 5	- - -	-	- - -	161 0 0	- -	15 0 0	
Wachen	- Par. 6	- - -	-	3 0 0	- - -	- -	163 0 0	
Wachen, Female	- F.C. 7	- - -	-	2 1 8½	41 8 4	- -	52 10 0	
Wachen, Castle Street	- F.C. 7	207 0 0	1843	10 12 0a	- - -	- -	- - -	
Wachen, Dorward's	- 6	- - -	-	- - -	- - -	- -	241 10 0	
Wachen, Lower Sch.	- F.C. 6	- - -	-	- - -	- - -	- -	- - -	
Wachen, Dorward's	- 7	- - -	-	- - -	51 10 0	- -	600 0 0	
Wachen, Upper Sch.	- F.C. 7	- - -	-	4 7 9½	29 13 4	- -	315 18 4	
Wachen	- Epia. 6	- - -	-	- - -	14 0 0	- -	3 15 0	
Wachen, Hill Side	- F.C. 10	169 0 0	1857	3 6 8½	51 10 0	- -	467 10 0	
Wachen, St. John's	- Soss. 6	353 0 0	1842	- - -	151 0 0	- -	914 5 0	
Wachen, St. John's	- F.C. 7	*200 0 0	1838	6 5 0a	- - -	- -	- - -	
Wachen	- 6	126 0 0	1842	- - -	- - -	- -	- - -	
Wachen, St. Mary's	- Epia. 6	- - -	-	2 3 7½	- - -	- -	- - -	
Wachen, White's	- G.A. 5	- - -	-	6 5 5½	27 10 0	- -	275 10 0	
Wachen	- G.A. 6	*60 0 0	1839	- - -	- - -	- -	- - -	
Wachen	- G.A. 6	68 0 0	1848	- - -	- - -	- -	- - -	
Wachen	- F.C. 8	73 10 0	1850	1 13 4	10 0 0	- -	1 5 0	
HADDINGTONSHIRE.								
Mr. East Side	- G.A. 4	- - -	-	2 18 4	37 10 0	- -	- - -	
Mr. Belhaven	- F.C. 2	84 0 0	1853	- - -	179 8 4	- -	140 10 0	
Mr. Burgh	- 4	- - -	-	- - -	90 0 0	33 6 8	73 15 0	
Mr. Haddington, Industrial	- 2	- - -	-	2 8 3a	85 8 4	- -	76 0 0	
Mr. Preston	- F.C. 2	- - -	-	3 5 0a	59 2 6	- -	100 0 0	
Mr. Prestonland	- Par. 4	- - -	-	2 0 0a	31 9 2	14 11 8	- - -	
Mr. Prestonland (Newton)	- G.A. 4	- - -	-	- - -	25 10 0	- -	- - -	
Mr. Prestonkirk, Female	- Soss. 4	- - -	-	2 0 0a	17 10 0	- -	15 0 0	
Mr. Prestonkirk	- F.C. 2	100 0 0	1840	6 13 3a	103 5 10	- -	124 10 0	
Mr. Prestonpans	- F.C. 2	- - -	-	11 15 4a	- - -	- -	- - -	
Mr. Prestonpans	- F.C. 2	104 0 0	1852	2 10 0	69 8 4	- -	262 0 0	
Mr. Tranent	- G.A. 4	- - -	-	- - -	27 3 4	- -	- - -	
Mr. Tranent	- Par. 4	- - -	-	- - -	- - -	- -	130 10 0	
Mr. Tranent	- F.C. 1	72 10 0	1840	3 15 0a	76 13 4	- -	269 8 4	
Mr. Tranent, New Winton	- G.A. 4	- - -	-	- - -	7 10 0	- -	- - -	
Mr. Tranent	- F.C. 2	- - -	-	2 7 6	42 5 0	- -	32 10 0	

a Scientific apparatus.

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		Amount.	Date of Payment.					
INVERNESS-SHIRE.								
Aigas, Subscription School	- 8	-	-	£ 6 8	115 13 4	-	1 5 0	
Aodunban and Flashadder G.A.	-	180 0 0	1856	-	-	-	-	
Ardersier - F.C.	6	-	-	3 16 8½	36 5 0	-	197 13 4	
Arnisdale - G.A.	8	-	-	1 6 8	33 0 0	-	-	
Balevanick, South (Uist) G.A.	6	-	-	-	32 10 0	-	-	
Beaully - R.C.	6	-	-	1 0 0	27 10 0	-	-	
Bernisdale - F.C.	-	-	-	3 6 8	-	-	-	68 0 0
Boleskine - Par.	10	-	-	1 7 5½	-	-	-	137 0 0
Bunroy - G.A.	8	-	-	-	51 19 2	-	-	53 6 8
Camiscross - G.A.	8	-	-	-	51 0 0	-	-	-
Cannick Bridge - G.A.	8	-	-	-	-	-	-	-
Carbost - G.A.	-	125 0 0	1844	-	-	-	-	-
Colbost - G.A.	8	85 10 0	1853	2 16 8½	47 0 0	-	16 5 0	-
Culloden - F.C.	6	-	-	-	133 15 0	-	201 0 0	-
Daviot - F.C.	6	85 0 0	1840	3 1 8	142 0 0	-	201 12 6	-
Dockgarroch - G.A.	8	-	-	-	-	-	82 18 4	-
Duirinish - Par.	8	-	-	2 4 2½	33 0 0	-	33 15 0	-
Farraline Park (Bell's) -	8	-	-	-	-	-	572 16 8	-
Fort Augustus - G.A.	8	-	-	-	90 5 0	-	33 15 0	-
Fortwilliam - F.C.	6	-	-	3 6 8½	97 10 0	-	261 10 0	-
Glengary - G.A.	8	-	-	1 10 6	53 15 0	-	53 6 8	-
Grantown, Grammar School	- 8	-	-	-	120 16 8	-	223 3 4	-
Inverness - G.A.	-	*125 0 0	1837	-	-	-	-	-
	-	87 0 0	1840	-	-	-	-	-
Inverness, Model School - F.C.	6	626 0 0	1849	20 3 0	439 12 6	-	1,168 10 0	-
	-	23 7 8	1853	-	-	-	-	-
Inverness, The Bishop's Epis.	9	530 0 0	1857	2 5 3½	40 0 0	-	88 0 0	-
Inverness, Tanner's Lane Reformatory S.	- 8	-	-	-	-	-	-	69 0 0
Kilmalie - Par.	8	-	-	-	152 18 4	-	109 3 4	-
Kilmorack - Par.	8	-	-	2 10 0	-	-	205 0 0	-
Kirkhill - F.C.	6	-	-	5 12 10	133 15 0	-	149 0 0	-
Kirkhill - Par.	8	-	-	-	-	-	103 13 4	-
Kyleakin - G.A.	8	-	-	-	46 15 0	-	-	-
Moy - F.C.	-	75 12 0	1850	-	-	-	-	-
Mussady, Female - F.C.	-	-	-	0 13 4½	-	-	-	-
Snizort - F.C.	6	153 0 0	1850	-	-	-	-	-
Stratherrick - F.C.	6	60 0 0	1848	3 1 0½	57 15 0	-	146 9 2	-
Strathnairn - Epis.	9	-	-	2 5 10½	57 0 0	-	52 10 0	-
KINCARDINESHIRE.								
Banchory Tarnan - F.C.	11	-	-	-	15 0 0	-	-	-
Benholme - F.C.	7	-	-	-	121 10 0	-	83 0 0	-
Brachmont - F.C.	10	-	-	1 0 8	13 6 8	-	-	-
Catterline, St. Philip's - Epis.	6	-	-	5 1 8½	55 5 0	-	75 0 0	-
Cyrus, Saint - F.C.	9	-	-	5 14 2½	42 15 0	-	98 15 0	-
Cyrus, Saint - Par.	7	-	-	3 6 8	103 10 0	-	111 11 8	-
Cyrus, St. Porteus, Female G.A.	7	-	-	1 6 8½	18 13 4	-	50 16 8	-
Cyrus, St. (Straton's Endowed) - G.A.	7	-	-	1 13 2½	50 0 0	-	88 15 0	-
Drumlithie - Epis.	6	-	-	1 10 0	10 0 0	-	41 17 6	-
Dunottar - Par.	7	-	-	2 1 3	27 10 0	-	142 5 0	-
Fettercairn - F.C.	7	59 0 0	1851	3 2 4½	60 0 0	-	29 0 0	-
Fettercairn - Par.	8	-	-	2 10 0	106 18 4	-	130 16 8	-
Fordoun - F.C.	9	-	-	7 5 5½	69 3 4	-	257 6 8	-
John's Haven, Female G.A.	7	-	-	1 9 0½	-	-	53 10 0	-
Laurencekirk, Congregational - F.C.	7	-	-	3 6 8½	121 10 0	-	99 0 0	-
Laurencekirk - Epis.	6	-	-	2 8 7½	10 1 8	-	32 10 0	-
Laurencekirk - Par.	7	-	-	7 13 4½	49 10 0	-	124 10 0	-
Marykirk - Par.	7	-	-	2 1 11½	-	-	45 16 8	-
Newtonhill - Epis.	6	-	-	-	10 0 0	-	-	-
Stonehaven - F.C.	9	-	-	-	69 6 8	-	54 3 4	-
Stonehaven, St. James' - Epis.	-	-	-	1 7 0	-	-	-	-
Stranathra - Epis.	-	-	-	1 9 3½	-	-	-	-
Tannachie - Dist. S.	-	-	-	1 2 0	-	-	-	-
Tipperty - F.C.	-	-	-	2 19 11½	-	-	-	-
Waterlair - F.C.	11	-	-	3 6 4½	23 15 0	-	-	-

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	Amount.	Date of Payment.					
KINROSS-SHIRE.							
Parway - - - F.C. 10	80 0 0	1855	-	12 10 0	3 15 0	-	-
Parway - - - Par. 3	-	-	-	32 10 0	-	-	-
Parway - - - F.C. 8	115 0 0	1849	3 5 10	161 10 0	-	254 1 8	-
Parway - - - G.A. 5	-	-	2 6 84	38 6 8	-	31 13 4	-
Parway - - - Par. 5	-	-	-	-	-	109 10 0	-
Parway - - - F.C. 8	-	-	2 1 94	63 5 0	-	100 0 0	-
KIRKCUDBRIGHTSHIRE.							
Kirkcudbright - - - F.C. 12	75 0 0	1850	1 10 84	34 0 0	-	-	-
Kirkcudbright - - - F.C. 12	78 0 0	1849	2 1 44	91 5 0	-	-	-
Kirkcudbright (Laurieston) - - - Par. 11	-	-	-	-	-	20 0 0	-
Kirkcudbright - - - G.A. 12	-	-	-	-	-	75 0 0	-
Kirkcudbright - - - F.C. 12	120 0 0	1853	3 16 10	45 0 0	-	296 3 4	-
Kirkcudbright - - - G.A. 12	80 0 0	1856	-	-	-	-	-
Kirkcudbright - - - G.A. 12	-	-	-	85 5 0	-	314 0 0	-
Kirkcudbright Female Industrial S. - - - 12	-	-	-	16 5 0	-	-	-
Kirkcudbright - - - G.A. 12	48 10 0	1846	-	-	-	-	-
Kirkcudbright - - - F.C. 12	140 0 0	1854	5 1 8	-	-	124 10 0	-
Kirkcudbright - - - Par. 12	55 0 0	1854	8 6 24	148 6 8	-	302 16 8	-
Kirkcudbright Abbey - - - F.C. 12	128 0 0	1849	1 13 4	147 0 0	-	100 0 0	-
Kirkcudbright - - - F.C. 12	-	-	0 18 10	-	-	-	-
Kirkcudbright, Durham - - - Par. 12	-	-	3 12 74	-	-	-	-
Kirkcudbright, Old Church - - - G.A. 12	-	-	-	9 3 4	-	44 16 8	-
Kirkcudbright, Town-end Sess. 12	-	-	-	72 10 0	-	144 5 0	-
Kirkcudbright - - - G.A. 12	53 0 0	1847	-	-	-	-	-
Kirkcudbright - - - Par. 12	-	-	2 16 5	-	-	-	-
Kirkcudbright - - - G.A. 11	-	-	-	8 19 2	-	9 13 4	-
Kirkcudbright Branch Parish Sch. - - - 11	221 0 0	1857	-	-	-	-	-
Kirkcudbright, Burgh Sch. - - - F.C. 12	139 0 0	1850	5 0 04	-	-	97 1 8	-
Kirkcudbright - - - " - - - 12	105 0 0	1849	10 10 74	60 5 0	-	246 15 0	-
Kirkcudbright - - - " - - - 12	28 12 6	1857	-	-	-	-	-
Kirkcudbright (Lady Heron Max- well) - - - G.A. 11	-	-	-	24 6 8	-	20 0 0	-
Kirkcudbright by Kelton - - - Par. 11	-	-	-	-	-	171 0 0	-
Kirkcudbright - - - Par. 12	-	-	-	-	-	98 6 8	-
LANARKSHIRE.							
Lanark (Sir H. Cole- brooke's) Sch. - - - 3	-	-	-	49 15 0	-	-	-
Lanark, East, Parish - - - G.A. 4	*150 0 0	1839	-	-	-	-	-
Lanark, West - - - F.C. 4	212 0 0	1848	-	238 7 6	-	484 13 4	-
Lanark - - - " - - - 4	17 10 0	1850	-	-	-	-	-
Lanark - - - " - - - 4	143 0 0	1856	-	-	-	-	-
Lanark, St. John's - - - Epis. 12	-	-	-	-	-	59 10 0	-
Lanark, St. Margaret's - - - E.C. 6	-	-	4 19 114	37 18 4	-	284 15 0	-
Lanark, Subscription Sch. - - - 3	-	-	-	5 0 0	-	-	-
Lanark - - - Par. 3	*250 0 0	1840	-	51 5 0	-	146 0 0	-
Lanark - - - G.A. 3	75 0 0	1843	-	-	-	-	-
Lanark - - - G.A. 1	-	-	-	13 15 0	-	-	-
Lanark - - - F.C. 4	-	-	-	-	-	165 5 0	-
Lanark Works School - - - 3	-	-	5 6 8	116 18 4	-	-	-
Lanark - - - Sess. 2	250 0 0	1855	5 0 0	43 8 4	-	32 10 0	-
Lanark - - - Par. 2	*60 0 0	1839	-	51 13 4	-	195 0 0	-
Lanark - - - F.C. 3	-	-	8 1 04	199 6 8	-	407 6 8	-
Lanark - - - G.A. 4	74 0 0	1845	-	-	-	-	-
Lanark, Juvenile and Infants - - - Par. 2	*600 0 0	1838	-	-	-	59 10 0	-
Lanark - - - F.C. 3	220 0 0	1851	8 7 74	40 0 0	-	267 10 0	-
Lanark (Reid Street) Association School - - - 3	*375 0 0	1839	-	-	-	-	-
Lanark - - - G.A. 4	*225 0 0	1839	-	-	-	-	-
Lanark - - - G.A. 4	380 0 0	1842	-	-	-	-	-
Lanark - - - Par. 3	-	-	1 19 114	-	-	-	-

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	Amount.	Date of Payment.					
LANARKSHIRE—cont.							
Chapel - - - G.A.	- - -	- - -	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chapelton, Subscription Sch.	- - -	- - -	2 0 0	1 19 11½	- - -	- - -	- - -
Chryston - - - G.A.	*70 0 0	1830	- - -	- - -	- - -	- - -	- - -
Chryston - - - F.C.	178 0 0	1854	- - -	- - -	- - -	- - -	- - -
Coatbridge - - - F.C.	2 177 15 0	1840	2 10 0½	46 10 0	- - -	15 0 0	- - -
Coatbridge - - - Epis.	- - -	- - -	1 7 6½	- - -	- - -	- - -	- - -
Coatbridge, Dundivan Works School - - -	2 - - -	- - -	10 16 8½	82 0 0	50 0 0	96 10 0	- - -
Coatbridge, St. Patrick's R.C.	6 - - -	- - -	10 4 11	43 12 6	- - -	172 18 4	- - -
Covington - - - Par.	2 - - -	- - -	- - -	13 6 8	- - -	- - -	- - -
Crossford, Subscription Sch.	3 - - -	- - -	- - -	8 15 0	- - -	- - -	- - -
Crosshills, Branch - - - Par.	2 - - -	- - -	2 4 9½	77 0 10	- - -	66 10 0	- - -
Dalziel - - - Par.	3 - - -	- - -	- - -	58 10 0	- - -	15 0 0	- - -
Gartsherrie, St. Mary's - G.A.	2 650 0 0	1844	- - -	106 8 4	- - -	- - -	- - -
Gartsherrie, St. George's - G.A.	2 - - -	- - -	4 10 0	33 15 0	- - -	- - -	- - -
Gartsherrie, St. James' - G.A.	2 - - -	- - -	4 16 8½	150 13 4	20 0 0	472 15 10	- - -
Gartsherrie, Fourth - G.A.	2 - - -	- - -	1 0 0	98 3 4	- - -	- - -	- - -
Glasford - - - Par.	3 - - -	- - -	2 12 10	- - -	- - -	63 0 0	- - -
Glasgow (Anderston), St. Mark's - - - Burgh	2 *850 0 0	1836	7 12 4½	57 0 0	- - -	124 10 0	- - -
Glasgow (Anderston), St. Matthew's, William Street - - - Sess.	1 400 0 0	1843	6 7 7½	142 15 0	58 0 8	968 13 4	- - -
- - - - -	96 0 0	1854	- - -	- - -	- - -	- - -	- - -
Glasgow, Blackfriars (College Parish) - - - G.A.	1 400 0 0	1856	3 16 1½	35 15 0	- - -	44 0 0	- - -
Glasgow, Broomhill Street Sess.	3 - - -	- - -	3 15 0½	23 0 0	- - -	15 0 0	- - -
Glasgow, (Brownfield), St. George's - - - Sess.	*700 0 0	1830	- - -	- - -	- - -	- - -	- - -
Glasgow (Brownfield), Female Industrial - - -	2 - - -	- - -	7 11 11	185 12 6	- - -	355 15 0	- - -
Glasgow (Calton), St. Luke's Sess.	*396 0 0	1838	- - -	- - -	- - -	- - -	- - -
Glasgow (Calton), St. Mary's R.C. - - - R.C.	6 - - -	- - -	7 1 8	13 15 0	- - -	802 10 0	- - -
- - - Night Sch. R.C.	- - -	- - -	- - -	- - -	- - -	20 0 0	- - -
Glasgow, Chalmers' Street Sess.	3 *760 0 0	1840	- - -	- - -	23 0 0	458 10 0	- - -
Glasgow, Christ's Church (Mile End) - - - Epis.	12 *425 0 0	1838	1 13 8½	26 5 0	- - -	6 5 0	- - -
Glasgow, Cowcadden, Infants G.A.	*150 0 0	1835	- - -	- - -	- - -	- - -	- - -
Glasgow, East (Milton Street) F.C.	4 - - -	- - -	- - -	30 5 0	- - -	- - -	- - -
Glasgow, Finnieston Mission F.C.	3 250 0 0	1854	2 3 8	10 0 0	- - -	233 10 0	- - -
Glasgow (Highland Society's School) - - -	3 - - -	- - -	5 12 6½	38 15 0	- - -	124 15 0	- - -
Glasgow Industrial and Reformatory School, Duke St. - - -	3 - - -	- - -	7 10 10½	- - -	- - -	- - -	- - -
Glasgow, Milton - - - Par.	2 400 0 0	1841	4 11 11	53 1 8	20 16 8	- - -	4,322 19
Glasgow, Milton, Industrial G.A.	2 - - -	- - -	- - -	35 16 8	- - -	- - -	- - -
Glasgow, Murdock's, Boys' Industrial - - - G.A.	450 0 0	1851	- - -	- - -	- - -	- - -	- - -
Glasgow, Old Wynd - F.C.	3 350 0 0	1846	0 1 8	92 5 0	- - -	46 10 0	3 0
Glasgow, Practising - G.A.	2 *1,000 0 0	1838	19 16 3	71 1 8	- - -	501 10 0	- - -
- - - - -	1,000 0 0	1840	- - -	- - -	- - -	- - -	- - -
Glasgow, Practising - F.C.	4 - - -	- - -	52 10 0½	311 0 10	- - -	3,494 0 0	- - -
Glasgow, Reformatory School, (6, Rotten Row Street) - - -	3 - - -	- - -	15 0 10½	- - -	- - -	- - -	470 0
Glasgow (Renfield St.), United Presbyterian Church Mission School - - -	2 - - -	- - -	- - -	9 12 6	- - -	- - -	- - -
Glasgow, St. Alphonsus' - R.C.	6 - - -	- - -	- - -	- - -	- - -	20 8 4	- - -
Glasgow, St. Andrew's Parish and Madras - - - G.A.	572 5 0	1850	- - -	- - -	- - -	- - -	- - -
Glasgow, St. Andrew's - R.C.	6 - - -	- - -	25 14 10½	6 5 0	- - -	145 16 8	- - -
Glasgow, St. David's - Par.	2 - - -	- - -	- - -	87 15 10	- - -	315 18 4	- - -

a This grant was made towards the erection of this and the three following schools.

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appar- atus, Books, and Diagrams.	Grants to Certificat- ed Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- Teachers.	Grants to Reform- atory and Indus- trial Schools.
		Amount.	Date of Payment.					
LIVARSHIRE—cont.								
Glasgow, St. Knoch's - Sess.	1	*750 5 0	1835	24 0 10	7 10 0	13 10 0	778 12 6	
Glasgow, St. Knoch's, Female Industrial - Sess.	1	- - -	-	1 7 10	22 1 8	- -	20 0 0	
Glasgow, St. George's - Sess.	-	*800 0 0	1836	-	-	-	-	
Glasgow, St. George's (Kelvin Street) - F.C.	4	300 0 0	1835	14 14 9½	143 16 8	99 11 8	372 1 8	
Glasgow, St. George's (Ranfield Street) - F.C.	3	- - -	-	18 5 0	234 15 0	20 0 0	1,078 15 0	
Glasgow, St. James' - Sess.	7	*450 0 0	1837	10 15 8	-	-	-	
Glasgow, St. John's (David St. Gallowgate) - G.A.	-	742 0 0	1837	5 16 8½	-	-	-	
Glasgow, St. John's (Young Street) - G.A.	2	490 0 0	1850	-	38 15 0	-	124 10 0	
- Night S.	-	-	-	-	-	-	10 0 0	
Glasgow, St. John's, Fem. Sess.	2	- - -	-	-	-	-	62 5 0	
Glasgow, St. John's - F.C.	4	- - -	-	24 11 7½	77 5 0	-	306 10 0	
Glasgow, St. John's (Hill Street Industrial) - F.C.	3	- - -	-	2 5 10	0 8 4	-	16 18 4	
Glasgow, St. Joseph's - R.C.	6	- - -	-	-	-	-	66 1 8	
Glasgow, St. Jude's - Epia.	12	- - -	-	6 3 11½	41 5 0	-	63 0 0	
Glasgow, St. Matthew's (Bishop Street) - Sess.	1	- - -	-	10 9 4½	38 16 8	-	12 18 4	
Glasgow, St. Matthew's, Industrial - F.C.	4	400 0 0	1848	8 9 10	145 4 2	-	380 3 4	
Glasgow, St. Mungoe's - G.A.	-	373 0 0	1843	-	-	-	-	
Glasgow, St. Mungoe's, Boys R.C.	6	- - -	-	-	-	-	71 5 0	
Glasgow, St. Mungoe's, Girls R.C.	6	- - -	-	11 12 8	-	-	346 2 6	
(Night School) - R.C.	-	-	-	-	-	-	20 0 0	
Glasgow, St. Paul's, Indust. Par.	2	*680 0 0	1837	-	86 0 0	-	30 0 0	
Glasgow, St. Peter's - Sess.	1	- - -	-	1 12 0	41 5 0	20 16 0	52 10 0	
Glasgow, St. Peter's, Mixed and Female - F.C.	4	- - -	-	16 5 0½	151 17 6	132 10 0	849 6 8	
Glasgow, St. Rollox - G.A.	4	- - -	-	7 10 0	86 0 0	-	-	
Glasgow, The Bishops - Epia.	12	- - -	-	10 0 4	78 5 0	-	304 6 8	
Glasgow, Tron Parish - Sess.	1	- - -	-	4 6 10	15 2 6	-	-	
Glasgow, Tron - F.C.	3	- - -	-	3 12 6	54 2 6	-	102 4 2	
Glasgow, Tron - G.A.	-	100 0 0	1841	-	-	-	-	
Glasgow, East, Territorial F.C.	4	200 0 0	1847	13 11 7½	61 16 8	53 0 0	124 13 4	
Glasgow, Local Mission - G.A.	-	-	-	-	27 0 0	-	29 0 0	
Glasgow, Free Mission - F.C.	4	- - -	-	-	28 15 0	-	109 0 0	
Glasgow, St. John's, Male R.C.	6	- - -	-	7 1 8½	-	-	158 13 4	
Glasgow, St. John's, Female R.C.	6	- - -	-	-	-	-	10 0 0	
- Night S.	-	-	-	-	-	-	671 0 0	
Glasgow, Youths - Par.	1	*600 0 0	1836	23 8 10½	14 1 8	-	170 10 0	
Glasgow, - F.C.	4	- - -	-	6 5 4	11 5 0	-	-	
Glasgow, Juvenile and Infants G.A.	-	*350 0 0	1838	-	-	-	-	
Glasgow, - G.A.	-	75 0 0	1840	-	-	-	-	
Glasgow, Orphan and Charity School - F.C.	3	150 0 0	1852	-	10 0 0	-	-	
Glasgow, St. John's - F.C.	3	*600 0 3	1838	16 19 4½	177 10 0	25 0 0	660 5 0	
-	-	-	-	24 10 0a	-	-	-	
Glasgow, United Presbyterian - G.A.	3	- - -	-	2 13 0	-	-	-	
Glasgow, - Sess.	1	468 0 0	1855	5 0 0½	56 13 4	-	19 11 8	
Glasgow, East - Par.	3	- - -	-	6 17 1½	122 7 6	-	345 6 8	
Glasgow, Govan - G.A.	-	200 0 0	1842	-	-	-	-	
Glasgow, - Sess.	5	- - -	-	-	5 0 0	-	-	
Glasgow, Burgh S. - Sess.	3	*250 0 0	1840	6 6 4½	104 12 6	-	120 2 6	
Glasgow, St. Leonard's, Subs. S.	3	- - -	-	4 14 10½	31 11 8	-	75 1 8	
Glasgow, - G.A.	3	- - -	-	-	93 15 0	-	124 13 4	
Glasgow, - F.C.	-	-	-	-	15 0 0	-	-	
Glasgow, - G.A.	-	180 0 0	1851	-	-	-	-	
Glasgow, - F.C.	4	246 0 0	1850	3 1 11½	78 7 6	-	116 0 0	
-	-	-	-	a6 13 4	-	-	-	
Glasgow, Endowed - Par.	2	180 0 0	1841	6 7 10	111 5 0	-	329 18 4	
Glasgow, New Female - Par.	-	-	-	2 14 2½	-	-	-	
Glasgow, Old - Par.	1	- - -	-	2 14 2½	-	-	227 10 0	

a Scientific apparatus.

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grant to Refectory and Industrial School.
		Amount.	Date of Payment.					
LANARKSHIRE—cont.								
Partick, Industrial	- F.C.	3	173 0 0	1850	8 0 0	107 10 0	-	46 10 0
Riggend	- G.A.		00 0 0	1840	-	-	-	-
Roberton, Female School	-	3	-	-	-	28 6 8	-	-
Rutherglen	- F.C.	3	201 10 0	1850	14 0 0½	199 0 8	103 15 0	482 0 0
Shotts	- F.C.	4	-	-	2 2 0½	-	-	60 0 0
Springburn	- F.C.		-	-	2 0 0	-	-	-
Springburn, Murdock's School	-	3	-	-	-	72 16 8	23 18 4	-
Stonehouse	- F.C.	4	-	-	3 7 9½	27 15 0	-	130 0 0
Stonehouse	- Par.	3	-	-	3 6 8	-	-	32 10 0
Strathaven	- F.C.	4	349 10 0	1857	2 13 4	17 17 6	-	-
Uddingstone	- G.A.		155 0 0	1845	-	-	-	-
Wellpark	- F.C.	4	-	-	-	32 0 10	-	-
Wishaw Public School	-		552 0 0	1857	-	-	-	-
Woodside	- F.C.	4	280 0 0	1843	5 13 4	86 2 6	-	126 16 8
Woodside, South	- F.C.		-	-	4 0 0	-	-	-
Woodside, North, St. George's Road S.	-	2	-	-	4 3 4	8 19 2	-	-
Woodside, North, Female S.	-	3	-	2 15 0½	-	6 13 4	-	-
LINLITHGOWSHIRE.								
Abcorn	- F.C.	2	-	-	2 12 6	3 15 0	-	104 3 4
Armadale	- G.A.		*34 0 0	1839	-	-	-	-
Bathgate	- Par.	4	-	-	5 0 0	-	-	153 10 0
Bo'ness, Infant	- G.A.	4	-	-	-	25 0 0	-	15 0 0
Binnie	- G.A.	4	-	-	-	21 5 0	-	-
Carriden	- G.A.	4	-	-	4 13 0½	56 0 0	-	200 0 0
Grangeopans, Subscription	- G.A.	4	-	-	5 14 5	140 5 0	-	567 15 0
Kirkliston	- F.C.	2	-	-	1 11 9	23 15 0	-	146 0 0
Linlithgow	- F.C.	3	127 0 0	1849	7 12 10½	105 0 0	-	320 16 8
Queensferry, South Burgh	-	4	-	-	-	48 7 6	-	15 0 0
Torphichen	- F.C.		75 0 0	1849	3 2 0	-	-	-
Torphichen	- Par.	4	75 0 0	1853	-	-	-	-
Torphichen	-		-	-	3 14 10½	16 10 0	-	171 0 0
Whitedalehead, Wilson's	-		-	-	-	-	-	-
Endowed School	-	4	-	-	-	-	-	08 0 0
Winchburgh	- G.A.	4	-	-	-	07 10 0	-	15 0 0
NAIRNSHIRE.								
Auldearn, Innes, Infants	- F.C.	10	145 0 0	1842	3 13 3	76 6 8	-	18 15 0
Cawdor	- F.C.	10	40 0 0	1849	-	-	-	-
Cawdor	-		25 0 0	1851	-	-	-	-
Cawdor	- Par.	7	30 0 0	1841	1 16 0½	70 0 0	-	-
Nairn	- F.C.	10	150 0 0	1850	7 5 0½	106 11 8	-	222 10 0
Nairn	- G.A.	1	*100 0 0	1837	-	86 10 0	-	53 10 0
Nairn	- Epis.	9	-	-	1 10 2½	-	-	15 0 0
ORKNEY AND SHETLAND.								
Bressay	- G.A.		-	-	-	-	-	53 15 0
Harray, Christian Knowledge Society's School	-		-	-	1 14 0½	-	-	-
Orkney, St. Andrew's	- G.A.		28 0 0	1840	-	-	-	-
Papa Westray	- F.C.		-	-	3 7 8	-	-	-
Sabiston	- G.A.	8	-	-	1 14 8½	80 12 6	-	-
Sanday	- F.C.	6	-	-	-	60 0 0	-	-
Sandwick	- Par.	8	-	-	-	-	-	32 10 0
Skelwick, Society's School	- F.C.	9	-	-	-	90 0 0	-	-
Stromness	- F.C.	5	-	-	3 10 0	75 12 6	-	124 10 0
Westray Midbea (West Side)	- G.A.		52 0 0	1846	-	-	-	-
PEEBLES SHIRE.								
Innerleithen	- F.C.	2	-	-	-	106 8 4	-	15 0 0
Innerleithen	- Par.	2	-	-	-	8 15 0	-	-
Linton, West	- Epis.	12	-	-	-	20 8 4	-	70 0 0
Peebles	- F.C.	2	109 0 0	1849	2 10 0	61 18 4	-	74 11 8
Skirling	- Par.		-	-	2 14 1½	-	-	-

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
PERTHSHIRE.							
Aberliven P.C. 9	-	-	2 18 4½	10 0 0	-	2 10 0	
Abern F.C. 8	-	-	2 15 2½	06 5 10	-	140 0 0	
Abernasie G.A. 5	-	-	-	134 15 0	-	192 0 0	
Acadbank G.A. 6	-	-	-	53 10 0	-	29 0 0	
Ayth P.C. 8	60 7 0	1856	9 4 8½	-	-	380 3 4	
Ayth, Girls, Industrial G.A. 5	357 0 0	1856	4 13 4	19 0 0	11 13 4	42 0 0	14 0 0
Ayth, Female Epis. 3	-	-	-	7 6 8	-	50 7 6	
Baird P.C. 8	-	-	1 0 0	131 0 0	-	-	
Baird, Sheddin's Charity School P.C. 5	-	-	-	12 10 0	-	29 0 0	
Baird P.C. 7	119 5 0	1849	1 15 5½	117 10 0	-	15 0 0	
Baird P.C. 7	20 0 0	1856	-	-	-	-	
Bair Athole Par. 5	-	-	6 9 11½	104 8 4	-	265 10 0	
Bair Drummond G.A. 3	-	-	-	61 5 0	-	-	
Bairgowrie F.C. 8	-	-	8 13 3½	124 15 0	-	363 15 0	
Bairgowrie Par. 5	-	-	7 10 0	-	-	344 6 8	
Bairgowrie, St. Catherine's Epis. 3	-	-	-	9 6 8	-	45 13 4	
Bairgowrie, Established Ch. 3	115 0 0	1849	-	5 0 0	-	-	
Bairgowrie Epis. 3	11 0 0	1857	-	-	-	-	
Bairgowrie, Subscription School P.C. 8	-	-	1 2 0	169 13 0	-	524 15 0	
Bairgowrie (Aberfeldy) F.C. 7	50 0 0	1848	2 10 0	113 10 0	-	361 11 8	
Bairgowrie F.C. 7	-	-	-	207 0 0	-	521 12 6	
Bairgowrie G.A. 5	-	-	1 13 0½	23 17 6	-	-	
Bairgowrie F.C. 8	-	-	1 18 4	-	-	32 10 0	
Bair Mill F.C. 8	-	-	-	22 3 4	-	1 5 0	
Bair P.C. 10	-	-	1 6 8½	11 5 0	-	-	
Bair P.C. 8	-	-	-	25 0 0	-	32 1 8	
Bair, St. Michael's Epis. 3	-	-	-	-	-	32 10 0	
Bair (Taylor's Institution) G.A. 6	-	-	2 5 9	-	-	159 0 0	
Bair, Parish and Burgh School G.A. 6	-	-	3 16 10½	150 6 8	-	335 6 8	
Bair, Geddes G.A. 8	-	-	5 8 2½	120 16 8	-	221 6 8	
Bair Angus Epis. 3	-	-	3 6 8	16 13 4	-	64 16 8	
Bair Angus Par. 3	-	-	3 6 8	-	-	-	
Bair F.C. 8	245 1 7	1854	7 18 3½	167 16 8	-	176 18 4	
Bair Par. 3	-	-	2 13 4	-	-	-	
Bair F.C. 8	-	-	6 16 8½	74 0 0	-	115 4 2	
Bair Epis. 3	-	-	-	20 0 0	-	32 10 0	
Bair Par. 6	-	-	8 2 4	-	-	241 10 0	
Bair (Duchess of Atholl's) School P.C. 5	-	-	4 15 0½	29 0 0	-	25 0 0	
Bair, Little Par. 6	-	-	-	-	-	109 0 0	
Bair, Royal School G.A. 5	-	-	2 6 8½	-	-	263 0 0	
Bair F.C. 7	-	-	2 0 0	-	-	-	
Bair F.C. 7	-	-	3 19 10½	132 0 10	-	313 0 0	
Bair, Female Industrial G.A. 5	470 0 0	1856	3 15 0½	11 13 4	-	-	
Bair, (Madie) G.A. 3	30 0 0	1840	-	-	-	-	
Bair F.C. 8	10 0 0	1850	-	-	-	-	
Bair F.C. 8	86 0 0	1848	1 13 4½	15 0 0	-	-	
Bair G.A. 6	*80 0 0	1839	-	-	-	-	
Bair Par. 6	-	-	3 6 8½	115 0 0	-	140 10 0	
Bair G.A. 6	-	-	-	78 15 0	-	-	
Bair F.C. 8	-	-	-	27 1 8	-	-	
Bair, Parish School P.C. 5	-	-	-	-	-	15 0 0	
Bair Par. 6	-	-	-	-	-	149 10 0	
Bair F.C. 8	-	-	-	-	-	11 5 0	
Bair G.A. 6	-	-	2 1 8½	55 0 0	-	72 5 10	
Bair, Village G.A. 6	-	-	-	36 13 4	-	15 0 0	
Bair, Subscription P.C. 8	200 0 0	1841	-	-	-	-	
Bair P.C. 8	100 0 0	1841	-	-	-	-	
Bair, on Forth (Baroness Keith's) P.C. 6	-	-	-	67 5 0	-	156 0 0	
Bair (in Monteth's) Par. 5	-	-	-	71 13 4	-	-	
Bair F.C. 8	-	-	3 2 6½	67 10 0	-	68 10 0	
Bair, Ramack, Parlia-mentary School P.C. 5	*100 0 0	1839	-	-	-	37 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- teachers.	Grants to Referees and Inspectors of Sch.
	Amount.	Date of Payment.					
PERTHSHIRE—cont.							
Kinnaird . . . Par.	6	-	-	4 2 5	119 0 0	-	171 0 0
Kirkmichael . . . F.C.	8	-	-	3 0 0½	42 6 8	-	25 0 0
Lavers . . . F.C.	8	-	-	-	-	-	15 0 0
Loch Earn Head . . . F.C.	8	-	-	1 17 6½	85 0 0	-	90 0 0
Loch Earn Head . . . G.A.	6	-	-	-	28 15 0	-	15 0 0
Logie . . . Par.	3	-	-	-	61 10 0	-	-
Logierait . . . F.C.	8	-	-	-	45 0 0	-	94 3 4
Meikloour . . . Sess.	6	-	-	1 12 1	84 10 0	-	-
Methven . . . F.C.	8	74 0 0	1846	2 9 11½	121 5 0	-	75 0 0
Methven, United Presbyterian	7	-	-	-	90 0 0	-	203 10 0
Monzievaird and Strowan Par.	6	-	-	2 5 6½	94 19 2	-	67 10 0
Moulin " " " Par.	5	-	-	12 13 4½	-	-	-
Muchart . . . Par.	6	-	-	-	-	-	183 16 8
Muthill . . . F.C.	8	151 0 0	1850	-	-	-	53 10 0
Perth, East Parish, Cong.	6	-	-	-	-	-	100 0 0
Perth, Cathedral Free Epis.	3	-	-	10 4 0½	60 0 0	78 6 8	223 13 4
Perth, Infant School	6	-	-	12 13 4½	-	-	-
Perth (Ladies) House of Refuge . . . F.C.	10	*150 0 0	1837	2 18 9	79 3 4	-	14 15 10
Perth, Middle Parish . . . Sess.	5	-	-	-	-	-	534 8 4
Perth, New Row, National	6	*600 0 0	1839	1 2 0	110 10 0	-	587 3 4
Perth, St. Leonard's . . . F.C.	8	*200 0 0	1837	2 15 5	55 5 0	87 10 0	499 10 0
Perth, St. Ninian's . . . Epis.	3	-	-	5 6 7½	132 10 0	-	406 1 8
Perth, (Stewart's), Free Trades' S. . .	6	-	-	-	13 15 0	-	69 10 0
Perth, Territorial Mission F.C.	8	-	-	8 0 0½	93 6 8	-	124 10 0
Perth, Watergate, National	6	-	-	-	16 5 0	-	71 5 0
Perth, West Church " . . . Sess.	6	*200 0 0	1837	-	77 0 0	-	596 6 8
Perth, West Church . . . F.C.	7	*500 0 0	1839	-	-	-	-
Pitcairn Green " . . . F.C.	8	*500 0 0	1839	15 4 4	30 16 8	-	15 0 0
Pitlochry . . . G.A.	5	330 0 0	1849	13 1 0½	182 0 0	-	980 6 8
Ruskie . . . G.A.	8	89 0 0	1850	2 0 0	-	-	-
Scone, Congregational . . . F.C.	3	*43 0 0	1839	-	72 10 0	-	33 15 0
Stanley . . . F.C.	8	-	-	-	129 3 4	-	212 15 0
Stanley, Auxiliary . . . Par.	5	110 0 0	1849	6 3 7½	62 5 0	-	85 0 0
Stanley . . . G.A.	8	31 2 0	1855	4 16 10	149 17 6	-	209 6 8
Strathbrand . . . F.C.	8	-	-	-	27 10 0	-	-
Strathlock . . . G.A.	6	90 0 0	1849	1 19 11½	-	-	-
Strone of Cally . . . G.A.	6	-	-	3 9 2	176 13 4	-	61 13 4
Strowan, Society's . . . G.A.	6	-	-	-	52 15 0	-	-
Tenandry . . . Par.	6	-	-	1 14 8½	53 15 0	-	102 1 8
Tomcraggach . . . G.A.	6	33 0 0	1840	4 14 6	-	-	-
Trinity Gask . . . Par.	6	-	-	-	-	-	-
Tulliallan . . . G.A.	6	-	-	1 0 10½	-	-	-
Tullibardine . . . G.A.	8	-	-	2 11 3	115 0 0	-	235 0 0
Woodside . . . F.C.	7	-	-	2 0 11½	35 15 0	-	15 0 0
Woodside . . . F.C.	7	-	-	2 4 10	-	-	105 0 0
RENFREWSHIRE.							
Barrhead . . . G.A.	-	-	-	5 6 8½	-	-	-
Bishopston . . . F.C.	3	-	-	2 0 0½	37 10 0	-	-
Bridge of Weir . . . G.A.	3	*375 0 0	1840	-	-	-	-
Busby, Day and Evening Sch.	2	-	-	10 3 3	69 6 8	45 0 0	111 10 0
Cathcart . . . Par.	3	-	-	4 6 4½	70 0 0	-	240 17 10
Eastwood . . . Par.	3	-	-	5 8 4	-	-	-
Eastwood, Poor School	2	-	-	-	10 10 0	-	-
Gourock . . . F.C.	4	-	-	-	7 10 0	-	-
Greenock, East . . . Epis.	12	-	-	-	99 5 0	-	240 15 10
Greenock, Ann Street . . . Sess.	2	-	-	-	12 7 6	-	-
Greenock (Highlanders) G.A.	4	*800 0 0	1837	8 11 6½	13 2 6	-	-
Greenock, Middle Parish . . . G.A.	-	550 0 0	1843	-	-	-	-
Greenock, St. Andrew's . . . G.A.	-	*120 0 0	1839	-	-	-	-
Greenock, St. Andrew's . . . G.A.	-	*190 0 0	1837	-	-	-	-

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certificat- ed Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- teachers.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.					
ROSS AND CROMARTY SHIRES— <i>cont.</i>							
Highfield - - - Episc. 8	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Invergordon - - - F.C. 6	133 0 0	1847	-	46 5 0	-	76 3 4	
Jonismaville - - - F.C. 6	-	-	-	84 0 0	-	210 16 8	
Killearnan - - - F.C. 6	-	-	3 11 8	25 0 0	-	-	-
Kilmuir Easter - - - Par. 8	-	-	-	83 11 8	-	215 5 10	
Kincardine - - - Par. 10	-	-	-	141 0 0	-	47 10 0	
Kincardine, Congrega- tional - - - F.C. 6	-	-	-	66 15 0	-	261 0 0	
Knockbain - - - Par. 8	-	-	-	36 5 0	-	32 10 0	
Laid, Parliamentary School - - -	-	-	2 12 5	82 10 0	-	235 5 10	
Logie Easter - - - Par. -	-	-	2 0 0½	-	-	-	-
Maryburgh - - - F.C. 6	-	-	1 9 10	-	-	-	-
Mossfield, Gaelic Association - 8	-	-	-	23 15 0	-	-	-
Muirton - - - G.A. 8	-	-	1 10 0	85 0 0	-	46 15 0	
Openham - - - F.C. -	-	-	1 19 0½	-	-	-	-
Pool Ewe, Agricultural S. -	90 0 0	1850	1 10 0	-	-	-	-
Rosemarkie - - - F.C. 5	100 0 0	1854	4 0 0	-	-	46 10 0	
Stornoway, Female, Educa- tional and Industrial - 8	-	-	-	8 6 8	-	-	-
Stornoway - - - G.A. 8	-	-	-	20 15 0	-	-	-
Stornoway - - - F.C. 6	150 0 0	1852	2 12 10½	78 5 0	-	223 10 0	
Tain - - - F.C. 6	-	-	3 15 0	-	-	165 10 0	
Tarbat - - - F.C. 6	-	-	3 0 8	70 10 0	-	75 0 0	
Ullapool - - - F.C. 6	87 0 0	1851	3 10 2½	-	-	-	-
ROXBURGHSHIRE.							
Fairnington - - - G.A. 12	60 0 0	1848	-	88 0 0	-	-	-
Galashiels - - - Episc. 12	-	-	-	24 15 0	-	62 18 4	
Galashiels - - - R.C. 6	-	-	3 6 7½	25 0 0	-	58 11 8	
" Night School - - -	-	-	-	-	-	5 0 0	
Gattonside, Village School - -	123 0 0	1857	3 14 2½	-	-	-	-
Hawick, St. Mary's - Episc. 12	-	-	2 3 7½	36 5 0	-	154 18 4	
Jedburgh, St. John's - Episc. 12	-	-	4 1 4	62 2 6	-	220 11 8	
Melrose, Congregational - F.C. 2	-	-	4 13 4	103 0 0	-	221 12 6	
Melrose - - - Par. 12	-	-	2 9 10	6 5 0	-	6 5 0	
Smailholm - - - F.C. 2	-	-	2 10 0	53 15 0	-	103 18 4	
Wilton - - - Episc. 12	-	-	-	14 3 4	-	22 10 0	
Yetholme, Kirk - - - G.A. 12	80 0 0	1843	-	93 0 0	-	32 10 0	
" - - - " - - -	37 0 0	1856	-	-	-	-	-
Yetholme (Town) Girls' School 12	63 0 0	1847	-	57 8 4	-	6 5 0	
" - - - " - - -	27 0 0	1856	-	-	-	-	-
SELKIRKSHIRE.							
Gala - - - G.A. 12	200 0 0	1848	-	100 10 0	-	349 10 0	
Galashiels - - - Par. 12	-	-	-	-	-	402 1 8	
STIRLINGSHIRE.							
Alva - - - G.A. -	116 10 0	1841	-	-	-	-	-
Alva, Subscription School - -	140 0 0	1843	-	-	-	-	-
Bainsford, Self-supporting - -	-	-	-	-	-	-	-
Bannockburn, Subscription - 3	-	-	14 5 6½	65 0 10	-	106 3 4	
Bannockburn - - - F.C. 8	-	-	-	70 0 0	38 6 8	102 0 0	
Banton Kilsyth - - - G.A. 3	40 0 0	1841	-	15 0 0	-	-	-
Bonnybridge - - -	-	-	2 6 11	-	-	-	-
Bridge of Allan - - - F.C. 7	-	-	2 14 0½	-	-	203 16 8	
Brighton in Polmont - - - F.C. 8	143 0 0	1840	1 16 4½	45 5 0	-	205 16 8	
Carronshore - - - G.A. 3	*190 0 0	1839	-	3 15 0	-	-	-
Dalmaly - - - Sess. 3	-	-	-	26 13 4	-	-	-
Denny - - - Par. 3	-	-	-	12 0 0	-	304 15 0	
Drymen, Indust. Sch. - - - 3	-	-	2 19 0	48 0 0	-	-	-
Dunnipace - - - F.C. 8	-	-	2 18 4	61 5 0	-	58 6 8	
Falkirk - - - Par. 8	-	-	5 8 4	10 0 0	-	68 15 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Cer- tified Teachers, and for Retiring Pensions.	Grants on ac- count of Assistant Teachers.	Grants on account of Pupil- teachers.	Grants to Reform- atory and Indus- trial Schools.
	Amount.	Date of Payment.					
STIRLINGSHIRE—cont.							
Pulirk - F.C.	8	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pulirk, St. Francis' - R.C.	6	297 16 8	1854	4 17 0½	133 16 8	-	148 18 4
Pultry - Par.	3	-	-	1 16 7½	8 6 8	-	60 10 0
Gargunchock - Par.	3	-	-	-	44 0 0	-	-
Gargunchock Subsn. Sch. -	3	-	-	1 13 4	-	-	-
Hagg - G.A.	3	*80 0 0	1837	9 8 3½	69 6 8	-	116 13 4
		33 0 0	1840	-	56 5 0	-	63 0 0
Harriet and Hampshire Alum Company's School -	3	-	-	-	-	-	-
Killearn - F.C.	4	-	-	-	14 6 8	-	-
Kilbith, Female School -	3	-	-	-	56 5 0	-	-
Kirkcaldy - F.C.	9	-	-	1 1 4	76 10 0	-	52 10 0
Larbert - F.C.	3	130 0 0	1850	2 13 4	-	-	15 0 0
Larbert - Par.	3	-	-	14 10 0	6 13 4	-	15 0 0
Levenmouth, New Subn. Sch. -	3	*280 0 0	1839	-	46 13 4	-	144 11 8
Palmerston - Par.	3	-	-	-	-	-	-
Redding - G.A.	3	-	-	-	30 9 2	-	-
St. Ninians - Par.	3	-	-	-	10 0 0	-	63 0 0
St. Ninians - F.C.	3	180 0 0	1854	19 5 0	-	-	-
Stirling - F.C.	8	-	-	9 4 3	72 17 6	-	80 10 0
Stirling - Epis.	3	-	-	2 17 1½	61 0 0	-	48 18 4
Stirling, Allan's - G.A.	3	-	-	2 13 4	-	-	111 10 0
Stirling, St. Mary's - R.C.	6	-	-	7 1 8	25 0 0	52 10 0	63 0 0
Tillicoultry - F.C.	8	-	-	5 0 0	10 0 0	-	42 0 0
		-	-	-	61 5 0	-	-
SUTHERLANDSHIRE.							
Armadale - G.A.	9	-	-	-	85 0 0	-	100 0 0
Berra - G.A.	9	-	-	1 11 1	-	-	100 0 0
Clyne - F.C.	6	-	-	4 3 4½	31 12 6	-	63 0 0
Clyne - Par.	8	-	-	-	51 10 0	-	-
Croch - Par.	9	-	-	1 18 9½	158 6 8	-	227 13 4
Croch, Congregational - F.C.	5	-	-	3 0 0	67 10 0	-	75 0 0
Dalsambrac - G.A.	9	-	-	-	68 5 0	-	-
Dornoch - F.C.	5	-	-	3 6 8½	67 10 0	-	94 8 4
Dornoch - Par.	9	-	-	2 1 1	191 13 4	-	136 13 4
		-	-	12 11 0a	-	-	-
Durine - G.A.	8	-	-	-	112 15 0	-	75 0 0
Eldrachillies - F.C.	5	-	-	2 5 10½	-	-	-
Galgie - F.C.	5	-	-	-	69 0 0	-	102 16 8
Galgie - Par.	8	-	-	5 6 1	-	-	153 10 0
Kildonan - Par.	9	-	-	2 0 10½	98 0 0	-	152 16 8
Knockarthur - G.A.	8	-	-	-	65 0 0	-	-
Lang Gruids - G.A.	8	-	-	-	51 5 0	-	-
Lochinver - G.A.	8	-	-	-	11 5 0	-	-
Loth - Par.	8	-	-	0 15 10	103 15 0	-	-
Melrich - G.A.	8	-	-	-	57 10 0	-	-
Port Gower - G.A.	8	-	-	-	11 5 0	-	-
Princes-Croy - G.A.	8	-	-	-	10 0 0	-	-
Rogart - Par.	8	-	-	-	18 15 0	-	-
Rogart - F.C.	6	-	-	-	15 0 0	-	-
Sterray - G.A.	8	-	-	-	43 10 0	-	-
Stilbo - G.A.	9	-	-	-	99 16 8	-	89 3 4
Stilbo - F.C.	3	-	-	1 3 0	-	-	-
Southalladale - G.A.	8	-	-	-	31 5 0	-	-
Talmire - G.A.	8	-	-	-	73 15 0	-	-
WIGTOWNSHIRE.							
Cairn Ryan - G.A.	12	-	-	-	16 10 0	-	-
Cairn Ryan - F.C.	12	-	-	1 0 0½	30 0 0	-	-
Challock - G.A.	11	-	-	-	15 16 8	-	20 0 0
Drochdaill -	11	-	-	-	2 10 0	-	-
Dunakey (Mrs. Hunter Blair's School) -	12	-	-	-	9 3 4	-	-

a Scientific apparatus.

Schools aided by Parliamentary Grants.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Appa- ratus, Books, Maps, and Diagrams.	Grants to Certifi- cated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil- teachers.	Grants to Refor- matory and Indus- trial Schools.
	Amount.	Date of Payment.					
WIGTOWNSHIRE—cont.							
Enoch (Parish of Port- patrick) - - - - G.A. 12	50 0 0	1843	2 4 0½	106 6 8	-	52 10 0	
Glenluce - - - - Par. 12	- - -	-	4 10 0	-	-	245 13 4	
Glenluce - - - - F.C. 12	- - -	-	-	8 6 8	-	69 19 2	
Inch - - - - F.C. 12	- - -	-	-	122 10 0	-	185 0 0	
Kirkmaiden - - - F.C. 12	- - -	-	1 12 6	102 0 0	-	102 0 0	
Labrax - - - - G.A.	90 0 0	1846	-	-	-	-	
Leaswalt - - - - F.C. 12	- - -	-	1 17 5½	154 19 2	-	52 10 0	
Portpatrick - - - F.C. 12	- - -	-	-	33 15 0	-	6 5 0	
Sorbie - - - - F.C. 12	- - -	-	1 0 4	89 11 8	-	18 6 8	
Sorbie - - - - Par. 11	- - -	-	-	36 10 0	-	-	
Stranraer - - - - F.C. 12	138 15 0	1852	5 7 8½	136 10 0	-	290 11 8	
Stranraer, Academy - G.A. 11	405 0 0	1845	-	-	-	-	81 13 2

REPORTS OF INSPECTORS.

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, for the Year 1857. by Her Majesty's Inspector of Schools, the Rev. F. C. COOK, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the County of MIDDLESEX; followed by a REPORT from the Assistant Inspector of Schools, Rev. J. G. C. FUSSELL, M.A., on the Schools inspected by him in the same County.

MY LORDS,

January 1858.

IN this report I have to record the results of my inspection of a small number of schools in the metropolis; my time being at present chiefly occupied by the training colleges for schoolmistresses. The general condition of the schools will be better described by my colleague, the Rev. J. G. C. Fussell, who has been virtually in charge of the district during the last few years, and is thoroughly conversant with those circumstances on which the improvement and efficiency of elementary education depend.

The inspection of all schools in the Metropolitan district at present in receipt of annual grants, or otherwise entitled to periodical visits, is now sufficiently provided for, in consequence of the appointment of the Rev. J. D. Glennie, Jun., to an assistant-inspectorship in my district. He has already acquired a general acquaintance with the schools in the district, during the last few years, in the capacity of Secretary and Inspector of the London Diocesan Board of Education. In that office he was remarkably successful in raising schools previously imperfect in organization to a satisfactory condition; in fact, not less than seventy were brought by his exertions into a state which enables them to fulfil the conditions of annual grants, which they are now receiving from your Lordships.

The following summary gives a general view of the work done by myself and my colleagues last year:—

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools <i>actually</i> inspected between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children								Number of <i>Certificated</i> Teachers.	Number of <i>Pupil-Teachers</i> .
	No. of Schools, <i>i.e.</i> , institutions held in separate buildings, and separa- tely man- aged.	Number of School-rooms in which separate Teachers are employed.				Present at <i>Examination</i> .		In <i>Average</i> <i>Attendances</i> .		For whom <i>accommoda- tion</i> is provided, at 8 square feet of superficial area per Child.					
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.						
Annual Grants	141	117	111	83	14	22,551	16,628	20,801	14,482	49,109		237	726		
Simple Inspection	6	3	5	2	—	465	516	412	570	948		--	--		

The results corroborate the observations made in former reports on the attendance of the children, and the amount of accommodation. I have to make the following remarks on the school buildings. Many of these have been erected within the last few years, and are remarkably well built, complete in their arrangements, well lighted, well ventilated, and satisfy nearly* all reasonable conditions of educational establishments for the children of the poor. This cannot be said of those schools which were established many years ago, or which are held in buildings not expressly erected for such purposes. It has been my duty in nearly all such cases to recommend considerable alterations; and when no alterations could make the buildings fit for the purpose, to bring before the managers the necessity of erecting new schools.

I am so thoroughly aware of the great difficulties which they will have to surmount—of the impossibility in many of the metropolitan parishes of procuring a site, excepting at an exorbitant expense—and of the unpopularity of making a call upon the parishioners, who are scarcely to be convinced that schools which have previously been considered satisfactory are deficient in essential requisites, that I never make such a representation without the most careful and repeated investigation into all the circumstances of the case. One such case has occurred in the course of the last year. It is important as a good example of the difficulties which school managers have to encounter in the most opulent districts, and of the misunderstandings which may prevail in quarters where most reliance may be placed upon the candour, liberality, and sound judgment of those to whom an appeal for assistance has been made.

In the centre of one of the richest districts of the metropolis, St. George's, Hanover Square, I have inspected a set of schools for successive years. They are conducted by able and diligent teachers, superintended most carefully and efficiently by the clergy and committees, and well supplied with every kind of apparatus. Considerable annual grants have been paid for certificated teachers, apprentices, and capitation fees. But of the three schools one only was sufficient in size for the children. The girls' school could not properly accommodate two-thirds of those in average attendance, and is so inconvenient in other respects, that it could not be properly and efficiently arranged. In any country town or agricultural parish, where additional space could be procured, every one of my colleagues would have represented to your Lordships, as

* I say "nearly," because one condition of a complete school cannot be fulfilled in London. It is simply impossible to procure space for a playground in the crowded localities where it is most desirable, especially for an infants' school.

well as to the managers, the unfitness of that room for the training of apprentices, and the annual grants would have been withdrawn until it was enlarged and properly arranged. Still worse was the case with the infant school-room. It was dark, and could not be properly lighted; so dark, in fact, that not one-half of the children could see to read even on a fine day. Good ventilation was quite impossible. Every contrivance had been tried and found ineffectual. The room was thoroughly unfit for a school, and would not have been tolerated in the most destitute and impoverished districts. It was simply because I knew and was assured that proper school-rooms would be erected, as soon as a site could be procured on any terms, that I recommended the appointment of pupil-teachers and the payment of annual grants, and in so doing I went to the very limits, if not beyond the limits, of my official duty.

The following account of this transaction appears in the Quarterly Review:—

“Not long ago, in an opulent metropolitan parish—there is no use in particularizing, the mischief is done—an influential meeting was held to take the state of the National school ‘into consideration.’ The phrase is not accurate. There was no consideration; an eloquent arraignment was read, and sentence passed. The buildings had previously been condemned (of course) by Her Majesty’s Inspectors. They were too small for the wants of the parish; nobody asked if they could be enlarged. They were ill ventilated and unhealthy. Nobody asked how the children did, nor whether an improved ventilation could be introduced. A sum little short of 5,000*l.* was readily acceded to by the opulent philanthropists who attended, and subscribed in proportion to their reputed wealth and known liberality.”

The state of these schools had been under the consideration of the subscribers generally during three years, strong reports having been sent in after each visit by Her Majesty’s Inspector. The possibility of enlarging the building and improving the ventilation had been carefully inquired into both by the Inspector and school managers, who were almost equally anxious to avoid the alternative of recommending the erection of new and expensive buildings. The sum of 5,000*l.* is required, owing, in a great degree, to the value of land in that locality; the buildings themselves will not, or need not, cost more than they would in any other district.

If such be the difficulties in the richest district of the metropolis, it may well be imagined what energy is required to raise the large sums needed in those vast and populous parishes to the east of the metropolis, where freehold sites are scarcely to be purchased, and no residents of reputed wealth or known liberality are found. The schools of St. Thomas’, Charterhouse, of which I gave a full account in my last report, have cost 19,031*l.* within the last few years. They are neat, well built, and well arranged, but there are no superfluities of building or decoration, nor are they too

large for the complete instruction of the children of the district, which has a population of 9,500. There are no opulent residents, and this large sum has been raised by the personal exertions of the clergyman, the Rev. W. Rogers, and by the liberality of the Government and Mr. Rogers's own friends.

Pupil-
teachers.

There are at present 726 pupil-teachers in this district, under 237 certificated masters or mistresses. The number of children instructed by them does not amount to 35,000. The proportion of pupil-teachers is therefore about 1 for 47 children; of certificated teachers, 1 to 147. The number of certificated masters and pupil-teachers has been increasing steadily, and so far as the schools under inspection are concerned, has nearly reached the maximum. It will be observed that only ten of the schools inspected last year were not in the receipt of annual grants, which imply the presence of a competent teacher or apprentices. In those schools which I have inspected personally in the course of this year the professional training and instruction of the pupil-teachers are, generally speaking, in a satisfactory condition. In many schools the masters and mistresses devote far more time than the daily hour and a half required of them to the instruction of their apprentices, and take due pains to prepare them for their school work, as well as to superintend them in and out of school hours. I have had many proofs that conduct so exemplary has been attended with the happiest results. Feelings of deep mutual regard and affection are entertained by many teachers and their apprentices. Several who are now in charge of important schools, and discharging their duties with great success, speak with gratitude of the care formerly bestowed upon them during the most critical period of their youth, and bear the strongest testimony to the practical excellence of the existing system where its obligations are thoroughly understood and zealously discharged. I have been especially struck by the remarks to this effect made by a considerable number of students in the training colleges when questioned as to the system adopted by their former teachers.

While, however, I confidently make this assertion with regard to the general effects of the system, it is my duty to state that there are some painful exceptions. In some schools the apprenticeships have been terminated under circumstances which were not creditable to the parties concerned; in others there has been reason to doubt whether even the prescribed amount of instruction has been regularly given. Shortcomings at the inspection and in the examination, attributable partly to the negligence or indolence of the

pupil-teachers, partly also, in some cases, to some fault in the teachers, have been recorded in our official reports. Of this I spoke last year. It is the duty of the Inspectors to watch such cases with great care, but their efforts will be of little avail unless managers and school-teachers are careful in the selection of candidates, in the adoption of a good system of training, and in vigilant superintendence of all parties during the whole period of apprenticeship.

Other questions are frequently discussed among persons interested in this work. It is clear that an approximation to a perfect uniformity of method is not to be expected, perhaps it is scarcely to be desired, considering the great variety of circumstances in different localities, and the diversities which are inseparable from that independence of action which is, and I trust will always continue to be, the special characteristic of our countrymen. At the same time it is equally clear that certain principles ought to be generally recognized, and certain methods ought to be generally known, even to those who may have good reason for modifying them or substituting others better adapted to their peculiar circumstances. Some of these points I will here note for the consideration of teachers and managers.

First, with regard to the professional training of pupil-teachers. (1.) I hold it to be self-evident that in the course of five years all apprentices should see the working of every part of a school. They ought to have followed and practised every step in every elementary subject of instruction. This cannot be done unless they have charge of different classes in different years, or unless they are released at intervals from the care of their own class, and allowed to watch the work of one of their more experienced colleagues, or of the master. Most good teachers are careful in this matter. It is not, however, always attended to. It sometimes happens that a pupil-teacher has been confined to one or two divisions of a school, and is either practically ignorant of the best system of teaching each elementary subject in all its stages, or imperfectly conversant with its principles and details. (2.) There is a great variety of opinion as to the length of time during which pupil-teachers should be in charge of a class. Some limits to the admissible variations might be fixed by general consent. It is clear that a teacher ought to remain with one class long enough to know each child thoroughly, and to be responsible to the head teacher for the general progress. One month appears to be the minimum for these objects. On the other hand, I should think a year is about the maximum, and I should prefer six months. With the latter arrangement every part even of the largest

schools may be brought successively under the observation of the apprentice. Care should be taken in transferring a pupil-teacher to make him previously acquainted with all the circumstances of the class, and during the first few weeks he should be watched with more than usual vigilance by the master.

With regard to the instruction of pupil-teachers. The daily lessons are given at various hours; there is great difficulty in making a satisfactory arrangement. One point, however, must be secured at any cost of time or trouble. The lessons must be given when the minds of the teacher and the apprentices are fresh and unwearied. To give the lesson immediately after school hours, especially in the short interval between morning and afternoon school, is a custom which ought to be absolutely prohibited. From the papers of students in all parts of England it appears certain that it still prevails to an extent injurious to the health, mental and bodily, of a large proportion of the pupil-teachers. I find that the best teachers in my district generally give one hour, or even one hour and a half, every morning before school, some of them allowing even a sufficient interval for breakfast. This is an admirable plan, and though local circumstances may sometimes make it impracticable, it ought not to be given up without substituting for it an arrangement satisfactory to the parents and approved by the managers.

Teachers sometimes give part of the instruction on Saturdays. This is an excellent plan for the pupil-teachers, and though it may not be just to prescribe it as a fixed rule, it should be encouraged in every way by commendation, and even by rewards.

The only subjects of the instruction given to pupil-teachers to which I think it necessary to call especial attention are language and Holy Scripture.

Grammar is certainly taught much better than formerly, but there is very commonly a great want of thorough training in its principles and practical application. Far more attention ought to be paid to composition. Few pupil-teachers write a correct, perspicuous, and simple style. I believe the most effectual remedy will be to make them learn considerable portions of poetry and prose, carefully selected from our best writers. This has been recommended so frequently of late years by myself and by all my colleagues, and is also so strongly urged by the managers of most of the training colleges, that I should not have thought it necessary to allude to it again but for the fact that several teachers still have a prejudice against what they call learning by rote, and therefore systematically neglect it. Many students say that they

have never been required to commit to memory any passage of poetry or prose. Wherever I have remarked a more than usually correct and fluent style, a greater appearance of mental culture, of thoughtfulness, and refinement, I have ascertained that the writer has been long accustomed to this exercise. With some encouragement from the managers very much may be done to increase and improve oral recitations. It will be a good practice, which I regret that I have not long since adopted in my own district, to select a piece of poetry and of prose to be learned by pupil-teachers in the course of the year, to set all the exercises in grammar from those pieces at the yearly examination, and give marks for correct and pleasing recitation.

I have been much struck of late by the great disparity between apprentices from different schools in their Scriptural knowledge. It is true that very few can be said to be unacquainted with the leading facts and doctrines of Christianity. If we take the average standard of attainment in the third year of apprenticeship, we find that it comprises a fair knowledge of the events of Old Testament history, of the principal Messianic prophecies, of the Gospel narrative, and the Acts of the Apostles; but not a few fall below this standard, and appear to remain satisfied with a superficial knowledge. They know very little more than they did at the date of their apprenticeship; in fact they would not pass such an examination as that which I find barely sufficient to test the Scriptural attainments of boys and girls in the first class of more than one school in my district. Others, on the contrary, are continually extending their knowledge of Holy Scripture. Their memories are stored with passages from the psalms, the prophets, and evangelists. They have evidently been taught to meditate upon the practical and doctrinal lessons by which the Christian character is moulded and developed. This disparity, which is beyond what could reasonably be anticipated, considering the general similarity of age, circumstances, and attainments, must, of course, depend partly upon the depth of religious impressions, so various in individuals, and upon the inequality of mental power, especially of the memory; but frequent observations have satisfied me that while mediocrity may occur under all circumstances, great excellence and great shortcomings are attributable mainly to the teachers and managers. There are very many schools in which the parochial clergy and other members of the school committee give valuable instruction and still more valuable advice to the pupil-teachers, and complete the good work carefully commenced and earnestly carried on by the teachers. There are

some in which (I regret deeply to state my conviction) the pupils are left almost to themselves, it being nearly, if not quite impossible for their teachers to give efficient instruction in the widest and most difficult, as well as infinitely the most important of all subjects, in the few hours of daily lessons.

I have adopted a plan which has hitherto worked well, but which is capable of considerable improvement. In addition to the few questions which pupil-teachers answer at the examination, I request them to bring a foolscap sheet of paper, with written answers to questions set by the clergy upon the portions of Scripture to which they have devoted their attention during the previous year. I am scarcely disposed to think that the Inspectors should define the course of scriptural study more exactly than is done in the broad sheet. It is our duty to ascertain results, to secure that a fair standard is generally reached, to encourage improvement, and to observe and record deficiencies, but not without obvious necessity to interfere with the plans or authority of local managers. The spiritual pastor of each parish ought to give the more special and complete direction to the religious studies of those who are at once his subordinates and assistants in that most sacred of trusts, the spiritual instruction of the lambs of Christ's flock. It would be a great advantage, however, if a plan such as that proposed, by Sir Henry Thompson was adopted by *mutual agreement* among the clergy of a district, and a specific course of Scriptural reading fixed for each year of apprenticeship. The Inspectors would, as I have reason to believe, willingly conduct their own examinations in accordance with such plan, provided, of course, that it included all the subjects specified in the broad sheet.

The female apprentices appear to be generally well instructed in needlework, but it has been necessary in many instances to press very strongly upon them and their mistresses the great importance of this womanly accomplishment. The lowest standard which can be regarded as satisfactory is, that a girl should be able to make a shirt, including cutting out and fixing, by the end of her second year; and make her own dress by the end of the fourth year. Prizes for the encouragement of good work are often distributed with beneficial results, but unfortunately such rewards have no effect upon those who are idle or disinclined to do this kind of work.

In addition to needlework, the female pupil-teachers learn many kinds of domestic work in most schools; in a few they have the advantage of learning how to cook. That such an

adjunct to schools is not universal, I believe to be simply owing to the practical difficulties and to the expense of keeping a kitchen. Managers invariably approve suggestions for this and every branch of domestic and industrial training, but almost as invariably decline to undertake the responsibility of the first outlay and annual expenditure. It is not a sufficient answer to show how admirably the system has worked at Finchley, Highgate, and elsewhere. The success of a simple and inexpensive system in a few instances will have much effect in promoting this object. I am able to refer to the kitchen of the Home and Colonial Institution, where the elder pupil-teachers are well and practically instructed in the management of a kitchen. The true desideratum, however, is a small household, in which the mistress, assisted by her pupil-teacher may practically explain and exemplify the processes of cooking, &c., and introduce some of those culinary improvements which would add so much to the comfort of our artisans and labourers.

An attempt has been made to introduce a system of instruction in all culinary manners, in connexion with the schools of Christ's Church, Albany Street. A house is rented by the managers, in which a small number of young women may be boarded. There is a good kitchen, and a room in which a good meal may be procured at a low price. Dinners are also sent out to neighbouring families. Some of the pupil-teachers and elder girls go to the kitchen regularly, and are instructed in all kinds of plain cooking by a respectable woman, under the superintendence of the schoolmistress, who resides on the premises. The only real obstacle to the success of this experiment is the expense, especially of house rent. If this can be provided for, and they hope to be assisted by your Lordships, I have no doubt that much good may be effected, especially if girls from other schools in the neighbourhood are permitted to attend.

I have lately addressed a letter to your Lordships, which will be found in my special report on training colleges. The object of that letter is to encourage managers and schoolmistresses to give more attention to all subjects of domestic economy. In future all female pupil-teachers, when they compete for Queen's scholarships, will be specially examined in needlework by the superintendents of the training colleges, who will also ascertain whether they are practically conversant with domestic matters, and whether their dress, manners, and personal habits are apparently such as besit persons in their peculiar and responsible position. I trust that this subject will be duly impressed upon every schoolmistress and every

250 *Church of England Schools inspected in Middlesex.*

apprentice, not in my district only, but throughout the country.

The following tables show the age and attendance of the children on the school registers :—

Per-centage of Children on *School Registers*

(1.)—Aged										
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.
Annual Grants	8.39	7.7	8.39	10.49	13.32	12.78	12.27	10.74	7.63	4.77
Simple Inspection	8.75	7.73	11.81	13.63	14.32	9.66	9.09	8.86	6.48	3.05

(2.)—Who have been in School						
	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	50.11	22.15	13.07	7.92	4.17	2.58
Simple Inspection	63.93	14.74	9.72	6.11	3.6	1.93

In my report of last year I entered very fully into the questions suggested by the returns on both these points during the last six years. The tables for this year corroborate the statements then made. I have no doubt that the actual age and attendance of the children are fairly represented, and that the statistics may be regarded as thoroughly trustworthy.

There are some points for which it is not easy to account. The per-centage of children above twelve years of age in schools receiving annual grants is nearly stationary. During the last three years it has varied only from 7.02 to 10.76, 8.24, 8.28. In the few schools not in the receipt of annual grants it amounts to 9.77. Since these schools are less completely organized than the other, and as the reports on the instruction prove, are far inferior in all branches of education, it might have been expected that the children would leave at an earlier age. The data are not sufficient to justify a general conclusion, but it would have been more satisfactory to have learned that a good education was more fully appreciated. It has been said that parents withdraw the children when they are satisfied with the amount of their attainments, and that a marked improvement in the efficiency of the schools is often followed by a diminution in the average age of the children. These returns, so far as they go, are calculated to strengthen the impression. I do not, however, attach much weight to this instance, since the cases, being so small in number, may be exceptional; but I call attention to it because my col-

leagues and others who have opportunities of watching large schools under various circumstances may collect facts to confirm or disprove the statement. It must, on the other hand, be remarked that although the children in the schools not receiving annual grants are rather older, they do not appear to remain in the same schools for so long a period.

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 250 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.	Are reported to be taught						
		Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.		
		Schools visited on account of						
		Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.
Holy Scriptures	209	8	189	5	30	8	—	—
Catechism	202	8	185	5	17	8	—	—
Reading	219	8	184	7	54	1	1	—
Writing	217	8	182	8	28	5	8	—
Arithmetic	210	7	187	2	47	4	6	1
Geography	201	3	183	—	46	8	3	—
Grammar	182	2	138	—	54	2	5	—
History	86	—	72	—	19	—	4	—
Made from Notes	33	1	27	—	5	—	—	1
Drawing	26	—	26	—	—	—	1	—

The religious instruction is unquestionably in a satisfactory state in a very large proportion of these schools. In more than nine-tenths of those conducted by certificated teachers the reports are decidedly favourable. In none have I or my colleagues had to declare that there was gross neglect or deficiency. It is difficult to understand the motives which induce many persons systematically to disparage the scriptural knowledge acquired by the children. It may not be an index of a corresponding effect upon their spiritual being. It must of course be scanty, partial, and imperfect. The effects may be obliterated by the occupations and the temptations of a youth so often unguarded and exposed to such a variety of unhealthy influences. The best teaching may not counterbalance the lessons unconsciously imbibed from ignorant or vicious companions, relations, and even parents. But that the effect of God's word, taught faithfully and intelligently by such teachers as those who conduct the numerous good schools in this district, is of the very deepest and most powerful character cannot be doubted by those who have faith in the efficacy of that word, or who candidly inquire into the results upon the children of our Church.

I am glad to state that in many of my schools the elder children have learned by heart large portions of Holy Scripture. The parts generally selected by the managers have been the Sermon on the Mount and other discourses of our Lord, one of the Epistles, and some chapters of Isaiah. The examination passed by these children has been entirely satisfactory; they have shown that the practical bearings and the devotional lessons have been duly inculcated and thoroughly received, and I feel assured that much of what has been so learned will remain permanently impressed upon the consciences of many.

The reading and penmanship are certainly improving. Great pains have been taken by both my colleagues to press upon teachers and assistants the necessity of attending steadily to these subjects. Formerly it was simply impossible to teach children in large National schools to read correctly and intelligently; at present, when the organization is complete, the progress of all the classes ought to be satisfactory. But there is and always will be great danger lest teachers of considerable ability and even energy should neglect the somewhat mechanical, and certainly most fatiguing work of bestowing upon every section and every individual child that amount of care and systematic attention which is requisite in order to secure proficiency in these elementary subjects, upon which real progress in all branches of education principally depends.

Arithmetic is now well taught in three-fourths of the schools. In a very small number, six out of 210, there is a marked deficiency. This result may not be deemed satisfactory, considering the practical importance of the subject and the attested competency of the teachers. On the other hand, it must be remarked that fourteen years ago not a single girls' school in my district could pass such an examination as would at present entitle them to be called moderate arithmeticians, and that in the boys' schools at that time a very small proportion, not exceeding one-tenth of those which I inspected, could work sums requiring a real knowledge of principles or exercise of thought. I always conduct the examination of the upper section of schools, both boys and girls, on *paper*. This adds much to the difficulty of the trial, while it secures the accuracy and value of the results.

With regard to the other subjects I do not feel it necessary to make any special remarks. I may, however, say that the account which I gave in a former report of the attainments of intelligent boys of eleven and twelve years of age has been repeatedly tested by myself and the managers of national schools in my district, and is undoubtedly correct. A boy who

leaves a good elementary school at that age, and with those attainments, has certainly a foundation on which it will be easy to raise whatever amount of knowledge may be hereafter requisite for the satisfactory performance of his duties in after life. The education now received by girls in many schools of the metropolis comprises every subject that can be advantageously taught. I might, perhaps, be apprehensive lest the instruction in the English language, geography, English history, and various branches of general information which is now given, might tend to over-refinement of habits and a degree of cultivation incompatible with the discharge of laborious duties, had I not reason to know that the best schools send out a regular supply of young girls whose conduct in service is the best testimonial to the value of their general training. I can bear witness to the fact that the needlework in the schools most remarkable for the proficiency of the girls in those subjects is the best in my district, and that the amount and quality of the religious knowledge is equally satisfactory. Nor can I refrain from stating my opinion, that whatever may be thought of the value of the attainments in themselves, the habits and character formed and developed under the influence of the teachers by whom these schools are conducted are precisely those which are most important to the mother of an artisan's family and to a servant placed in a situation of responsibility and trust. A young woman so educated must be neat, orderly, intelligent, and industrious; she must have a clear perception of the difference between right and wrong, her sympathies will be enlisted on the side of religion and good order; she will be less exposed to those temptations which cause permanent degradation, and her influence upon the younger members of her own family and her fellow-servants will be more powerful and more beneficial than that of an ignorant though not unprincipled girl. There is a great demand for young persons with such qualifications. No lady will choose a girl who speaks bad English, or whose habits and notions are coarse and vulgar, to have the care of her children, or to be her personal attendant. Of all dangers the last to be apprehended is that a large number of girls will not be found who from natural want of ability, or from the circumstances of their parents, receive only that amount of education which may be necessary for the lowest situations of domestic service. At the same time I feel an equally strong conviction that it is expedient, and indeed most necessary, to give a more decidedly practical tone to the education of all girls, and I have always strenuously advocated the introduction of all kinds of domestic employment which managers have found compatible with the

ordinary work of schools. Upon these points I shall have occasion to speak more fully in my report upon the training colleges for schoolmistresses.

I have the honor to be, &c.

F. C. COOK.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS FOR 1856-7, ON SCHOOLS INSPECTED BY REV. F. C. COOK, REV. F. TEMPLE, REV. J. G. C. FUSSELL, AND REV. W. CAMPBELL.

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is	
	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately. Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.
Annual Grants	258	43	8	302	17	3	265	48	5	265	11	1	295	50
Simple Inspection	2	8	—	6	5	1	—	6	4	12	6	—	5	6

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 188 (Annual Grants) + 4 Simple Inspection) = 137* of Schools enumerated in Summary a.						Average Income per Scholar in Attendance †
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.		
Annual Grants .	£ s. d. 2,817 4 1	£ s. d. 19,491 15 8	£ s. d. 12,567 7 10	£ s. d. 6,950 10 0	£ s. d. 41,628 17 2		£ s. d. 1 8 9½
Simple Inspection	235 8 8	478 18 2	36 7 5	50 0 0	800 14 3		1 2 4½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 132 (Annual Grants) + 4 (Simple Inspection) = 137* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance †	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 22,493 0 3	£ s. d. 3,375 7 8	£ s. d. 16,548 4 0	£ s. d. 42,213 11 6	£ s. d. 1 4 1½	35,294
Simple Inspection	481 6 0	32 7 7	378 3 5	891 17 0	1 4 10½	216

* The number of schools inspected during the year was 147; but from 10 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY e.
Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary em- oluments (including Government Grants and all professional sources of income)	Annual Grants	£ s. d. 103 11 2½	£ s. d. 93 17 3½	£ s. d. 71 15 10½	£ s. d. 49 0 2	£ s. d. 63 19 9½	£ s. d. 40 12 7
	Simple Inspection	—	68 12 2½	—	45 16 7½	—	40 10 0
Number on which average is taken	Annual Grants	115	18	99	17	22	84
	Simple Inspection	—	2	—	4	—	2
Number provided with houses or rent-free	Annual Grants	68	9	68	9	14	21
	Simple Inspection	—	1	—	1	—	—

SUMMARY f.
School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of these Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	152	42,000	27.69	55.97	8.81	3.96	3.58
Simple Inspection	1	230	100	—	—	—	—

Rev. J. G. C. FUSSELL'S REPORT *on the CHURCH OF ENGLAND*
SCHOOLS *inspected by him in the County of MIDDLESEX, in*
the Year 1856-7.

MY LORDS,

IN accordance with the suggestion of the principal Inspector of my district, the Rev. F. C. Cook, as sanctioned by your Lordships, I proceed to lay before you a report upon the state of education in those schools the inspection of which, in consequence of Mr. Cook's other duties, has for some time past usually fallen to my share. Considering how much the ordinary work of the district lies in my hands, he has preferred that I should furnish my own remarks upon it.

My appointment as Assistant Inspector to Mr. Cook dates from August 1852. At that time his district comprised the counties of Middlesex, Bedford, Buckingham, and Hertford; but, in consequence of the rapid extension of the work, the three last-named counties were, in the autumn of 1854, withdrawn from his charge, and connected with the new district then formed. A very few words will suffice to show the progress which has since been made. Mr. Cook has recorded in his report for 1853-4, that the number of schools under inspection in the county of Middlesex alone up to the 1st of September 1853 was 163,—103 of which were annual grant cases. There are at this moment upwards of 270 schools under inspection in the county, 208 of them being in the reception of annual grants; and while the number of pupil-teachers on the 31st of October 1853 amounted for the four counties to 406, the number examined during the year ending on the 31st of August 1857 was 726 for the county of Middlesex alone. So decidedly successful has been the operation of your Lordships' Minutes in this important part of the kingdom.

During the greater part of the period referred to above, the advance has been regularly progressive, and is to be ascribed to those ordinary causes which, it may fairly be presumed, will continue steadily to operate. Your Lordships' Minute of 26 January 1856, extending the application of the capitation grant to all parts (urban as well as rural) of England and Wales, is calculated still further to stimulate its progress. The influence of this Minute has already been sensibly felt throughout the greater part of the district, and it may be confidently anticipated that the average advance, for some time to come at least, will be found to equal, if not to exceed, that which has been realized in the five years now past.

During the past year I have inspected 201 schools under separate teachers. The number of children present at inspec-

tion was 22,931. This number would have been considerably larger but for an illness of eighteen days, and the fact that my vacation of the previous year was so long deferred by arrears of work, that it extended twelve days into the year 1856-7.

Your Lordships were good enough to allow my colleague, the Rev. W. Campbell, to assist me on different occasions in the months of February, April, and June. He spent altogether thirty-two days in the district, during which he inspected 4,596 children, independently of those mentioned above.

With respect to the actual efficiency of the schools now under inspection, there is still, beyond all doubt, room for considerable improvement. It is, I think, equally beyond doubt, that the required improvement may be reasonably looked for, and will gradually be accomplished.

It will be my duty to notice briefly, in succession, the buildings themselves, their fittings and apparatus, the teachers employed in them, the subjects of instruction, and the attainments of the children.

As regards the fabric, there is in most instances a general suitableness for the purposes required. And if it be borne in mind how large a proportion of our schools were erected before your Lordships' system took effect, it will be seen that considerable skill and liberality have in many instances been exercised in adapting to modern requirements buildings which were constructed with a view to a very different system. In some parts of this great metropolis, indeed, owing to the extreme difficulty in procuring sites, the buildings are far more contracted in extent than is desirable for the welfare of the children, or than the managers themselves approve; but in a very great number of cases they are not only ample in size, but are arranged with every regard to convenience and efficiency. As, however, many cases of the erection of new or improved buildings may be expected, I may be permitted to mention some points to which the attention of managers should be carefully directed. Open roofs are especially to be deprecated, as tending to increased heat in summer, and increased cold in winter. They are also found, for the most part, to involve acoustic difficulties. Every endeavour should be made to secure good ventilation. This, however, it must be confessed, is a matter of no slight difficulty, owing partly to the very nature of the problem, and partly to the expense which any complete system usually entails. The utmost care and thought should be exercised in providing ample light, which, in this region of fogs, is a matter of extreme importance. Lattice windows should be scrupulously avoided. They are in favour with builders as affording a ready means of using up

Condition of schools inspected.

Subjects noticed in report.

School fabric.

Errors in construction to be avoided.

odd pieces of glass too small or too imperfect for other purposes; but these imperfections exert a most distressing influence upon the eye and brain of the teacher. But whatever be the character of the windows, they should in all cases be lofty, reaching, if possible, to the very wall plate. As regards the colouring of the walls I need only refer to the careful statements of my colleague, Mr. Mitchell, in his previous reports. No one who has experienced the soothing effect of French grey will hesitate to adopt it.

Fittings.
Parallel
desks.

The fittings, including especially parallel desks and galleries, are in the majority of instances either creditable or highly satisfactory. I may remark that by far the best desks with which I am acquainted are to be procured at the London Preventive and Reformatory Institution, 237 Euston Road, N.W. Managers ordering them there will have the twofold satisfaction of obtaining a first-rate article, and of furnishing employment to an institution of which it is difficult to speak too highly. Drawings of these desks, together with a list of prices, are given in Appendix A.

Galleries.

No gallery in our ordinary schools should be capable of accommodating, with perfect ease and comfort, more than from sixty to eighty children. It should consist of six or seven rows, with steps of varied height, of from seven to eleven inches rise. Few things are more fatiguing to a teacher than to stand before a steep gallery nine or ten rows deep.

Apparatus;
Importance
of preserv-
ing it in
good repair.

The apparatus is usually of good quality. In too many cases, however, I find that it is insufficient in quantity, sometimes from a want of due vigilance in maintaining it in serviceable condition. People forget that "a stitch in time saves nine." Occasionally, the answers which I receive to my inquiries after these appliances, tempt me in very despair to head a foray into some remote corner of a class-room, or into one of those perverse hiding-places which lurk under galleries; and then the truth of the proverb I have just quoted receives striking illustration. Maps originally thrown aside because, though otherwise in good condition, they had lost a ring, and could not, until it was repaired, be hung up on the map-stand; easels, with hinges broken, or, perhaps, only unscrewed; a map-stand condemned for the simplest derangement of its slide; these and much more emerge from their forgotten obscurity, but not as when they were consigned to it. The maps are fretted and torn; the easels splintered or broken, and the map-stand is either hopelessly damaged or is found to require a thorough repair. I need scarcely say that such a state of things is extremely injurious to a school in more ways than one, and would never be permitted, if managers and teachers understood their own interests. A school well pro-

vided with apparatus, under teachers who can use it readily, and who keep it in good working order, will never fail to be appreciated.

The schools are for the most part fairly supplied with maps. ^{Maps.} Hitherto, perhaps, the best have been those edited by Mr. Fairbairn, published by Messrs. Chambers. It is to be regretted, however, that they are more coarsely coloured than formerly. The recently published edition of Sydow's maps will be most valuable. I may also mention the Cartes Muettes of Mons. Andriveau Goujon, which can be obtained in London, at Mr. Stanford's, Charing Cross. They are clear and effective. The physical features are well brought out, and only the most important places are marked; while the entire absence of names prevents that crowded appearance which so often impairs effect. A few English maps are thus designed, but it might be well if the plan were more generally adopted. It possesses this advantage, that, the teacher must of necessity have a thorough acquaintance with his subject, before he can attempt to use such maps in the presence of a class.

The high price of globes appears almost entirely to exclude them from our schools.

No school should be without a map-stand. In large schools ^{Map-stands,} two at least are required. They are frequently regarded as unnecessary, and the managers are put to serious expense from the injury done to the maps in consequence.

The playgrounds are, as may be perhaps expected, too ^{Play-} frequently but small. Some, however, are of good dimensions, ^{grounds;} especially those attached to schools recently built, or which are in the suburban parts of the district. In some cases, I ^{imperfectly} regret to say, they are very imperfectly used. ^{used;} In one instance, the managers seriously consulted me upon the possibility of obtaining your Lordships' permission to dispose of the greater part of the frontage of their playground on a building lease. The importance of playgrounds, when really used, can scarcely be exaggerated. Their influence upon the health of the children is obvious; and they furnish the teacher with an easy and natural means of promoting discipline and moral training. The best teachers unquestionably are those who combine with their other qualifications, some power of making the playground tell upon the children. The habitual neglect to avail themselves of its advantages is, and ought to be regarded as, an important defect in their character, and it would be well if some stringent means were employed to call attention to this.

As regards the teachers, they have in the great majority of ^{Certificated} cases already obtained certificates, and a considerable number ^{teachers;} of those who have not are annually candidates for them. It is a pleasing duty to bear testimony to the character and skill

their advantages ;

of the great body of certificated teachers in the district. It is true that in some respects they enjoy peculiar advantages. They find, comparatively speaking, but little fallow ground. While, therefore, there is less scope for originality and the exhibition of individual power, the difficulties are also less, and the chances of failure are proportionably diminished. On entering upon the charge of a London school, the teacher finds a machine which is more or less complete in its parts. Organization and discipline, those essentials of success, already exist, and it is far easier to maintain than to introduce them. Everything is going on, and has probably for some time gone on in a well-defined groove. And although too implicit acquiescence in an existing state of things may in some instances be carried to a fault, yet a spirit of restless innovation is an evil far more to be dreaded. It is impossible not to be unfavourably impressed by a teacher who ignores or undervalues the labours of his predecessor.

their difficulties.

If, however, the schools of a great city offer peculiar advantages, it is not the less true that they present peculiar difficulties. The children are perpetually changing. Twelve or fifteen months is commonly the limit of their continuance in any one school. Many causes conduce to this :—

- 1st. The migratory habits of their parents, who are often compelled to shift their place of residence in search of employment.
- 2nd. Straitened circumstances, brought about by the fluctuations of the labour market.
- 3rd. Individual caprice, and readiness to take offence at the enforcement of proper discipline.
- 4th. A rational preference of one school to another.

These and other causes, to which I might refer, generally exist, and must not be forgotten by any of us. We should, however, make a great mistake, if we inferred that the length of time which a child passes in any one school is the measure of his schooling. The truth is usually far otherwise; and the thoughtful teacher will hesitate to conclude that the new comers to his school must have been previously untaught, or even ill-taught.

Assistant-teachers ; those of old régime ;

Turning now to the assistant teachers, I find two classes of them. First, those of the old *régime*, who are furnished and wholly paid by the managers, and who have seldom hitherto been encouraged or aided, by training or otherwise, to attain to the higher grades of their profession. We meet occasionally with some of these who are rendering valuable service; in almost every instance, however, to the sacrifice of their own interests. The prospects of employment for untrained teachers are diminishing, year by year. All young persons who are

thus engaged as assistants, not having been pupil-teachers, ought to know that the examination for Queen's scholarships is now open to them, subject to the condition that they be more than eighteen years old. If they neglect to avail themselves of this great boon, they will in all probability find themselves, ere long, doomed to a position of perpetual and hopeless inferiority.

The other class of assistant teachers are those who act under your Lordships' Minute of 23 July 1852. Of these there are but few in the district; nor do I expect that very many well-qualified ones are likely to present themselves. This is scarcely to be wondered at, if we bear in mind the causes which influence those pupil-teachers who, having completed their apprenticeship, seek to become assistant teachers. They are commonly the following:—

those under
Minute of
23 July 1852;
their number
inconsiderable;

1st. A foolish dread of the restraints of the Training College.

2nd. Failure in the examination for Queen's scholarships.

3rd. The pressure of straitened circumstances, whether their own or their parents'.

The number of those furnished by the last class will probably diminish as the operation of the present very liberal scale of payment to Queen's scholars comes to be generally understood by the pupil-teachers themselves; and it is of the utmost importance to bear in mind that it is here only that highly qualified, or even tolerably-qualified, assistant teachers will commonly be found. For, as regards the first class, it will be seen at once that impatience of control is in itself a great moral disqualification for the office of a teacher. And, with respect to the second class, although it is unquestionably true that natural aptitude for teaching is not invariably associated with high intellectual ability, it must not be forgotten that those unsuccessful candidates have already had the benefit of five years' special preparation under their own school-teacher; so that it might fairly be presumed—even if experience had not largely proved that very few indeed of those who possess decided aptness for teaching are in fact unable to pass the examination for Queen's scholarships; and of those who do so fail, I am able confidently to affirm that a large proportion would have been spared such disappointment and disgrace had they evinced common diligence in availing themselves of the instruction placed within their reach during the term of their apprenticeship.

A very slight alteration in the present regulations would, I believe, greatly increase the present efficiency of the assistant teachers, and at the same time promote their ultimate welfare. I would suggest, in the first place, that they should be

suggestions
for increasing
their efficiency.

required to receive regular instruction in some subjects, selected and approved in the same manner as at present—except in the case of those who had already failed at the Queen's scholarships examinations. These should be required to pursue one or more of those subjects in which they had then been found most deficient—great care being taken to place them under none but teachers of proved energy, ability, and experience. Secondly,—That permission to sit for a certificate after three years service as assistant teacher should be withdrawn; and that, as a compensation, they be allowed in all cases the option of receiving one year's training instead of two; the principal of the training college being at liberty, by notice in writing to the Committee of Council, before the 30th of June in each year, to designate any student who has completed three years' service as assistant teacher for examination in the second year's papers instead of those of the first year.

Pupil-
teachers.

character
of their
attainments;

The pupil teachers employed in the district form a very considerable body. I have held during the past year ten collective examinations (exclusive of one day and a half occupied in drawing examinations), at which 730 pupil-teachers and candidates presented themselves. Some of these acquitted themselves with great credit; there is still, however, on the whole, room for considerable improvement. The difference between the attainments of those brought up in different schools is often striking. It is, of course, impossible wholly to avoid this difference; but it is quite possible to lessen it. The new Broad Sheet has this tendency, as it prescribes more definite subjects for study. This will be a relief to the hardworking, though less gifted pupil-teacher, and will deprive the careless of an excuse of which they have been too ready to avail themselves.

Religious
knowledge.

With regard to religious knowledge, the subject-matter appears to have been well and carefully taught; but there is too frequently a want of acquaintance with the *text* of Holy Scripture. In some of the best schools in the district large portions are regularly committed to memory by the first class and by the pupil-teachers; and I have tested their accuracy with very great satisfaction. I hope the practice will become general.

Grammar.

Grammar requires increased attention. It is seldom taught thoroughly well; yet few subjects are more calculated to exercise a beneficial influence on mental training. The comparative failure which I have to record here may partly be accounted for by the perplexing variety of text-books, scarcely any two of which entirely agree in their views on the leading divisions of the subject; and it is by no means uncommon to find pupil teachers who have changed their text-books at least twice, or even three times, during the course of their apprenticeship. Mr. Morell's New Grammar and Analysis, published

in 1857, is, in my opinion, superior to anything of the kind which has yet appeared.

As to arithmetic, the large majority can manipulate freely ; Arithmetic. and so long as they are not required to travel out of beaten tracks, they acquit themselves for the most part creditably. More than this, however, is justly expected of them. Simple questions, such as the following, ought to be readily solved : "A slow train, travelling 12 miles an hour, starts at 9 a.m. A fast train, travelling 30 miles an hour, starts at 10 a.m. Where will the latter overtake the former, and how long will each have travelled?" Yet most of the pupil-teachers of the fifth year to whom this question was proposed failed to perceive that it is at once reducible to the conditions of an ordinary Rule of Three question.

The direct professional training of the pupil-teachers is a matter of extreme importance. In this they are commonly less proficient than they ought to be. Either their lessons to the children are not lessons at all (properly so called),—that is, they are examinations rather than lessons, or they are given with little or no express preparation, and with very little, if any, definite aim. Notes of lessons are the exception, instead of being, as they ought to be, almost if not altogether the rule. My attention has been especially directed to this defect during the last two years, and I am happy to report that in many schools much has been done to remedy it. The notes of lessons should be entered in a book and corrected by the teacher before they are given to the class. The importance of this subject is so great, both in its bearing on the pupil-teachers themselves and the schools in which they are employed, that I make no apology for insisting upon it, especially in this district. The schools here are, for the most part, large, with large staffs of pupil-teachers, and are, therefore, most favourably circumstanced for giving such training with the least possible hindrance, and the greatest possible advantage, to the progress of the ordinary school work. Nor is it unimportant to observe that due attention to this particular would facilitate, more than, perhaps, any other improvement which can be suggested, the work of our training colleges. Teachers should set this part of their work before themselves as a definite aim. Their immediate motive should be the good of the pupil-teachers themselves. They would reap their reward eventually in the relief of their own labours amongst the school children. At the outset they may fancy they are losing time. This however, will be apparent—not real ; temporary—not permanent.

The pupil-teacher system appears to me to be regarded by some persons in an essentially false light. They look upon

Professional training of pupil-teachers:

facilities for furthering it.

Erroneous view of pupil-teacher system:

true view ;

these young people as mere instruments of present usefulness ; whereas they are, and ought to be looked upon as *apprentices learning a profession*.

how this
may be car-
ried out in
practice ;

A well ordered elementary school is, as has been well observed, itself a training school, and a training school of a very high character. In this point of view no staff of pupil-teachers can be regarded as complete unless it is sufficiently large to admit of one at least being always present with the chief teacher. Such an arrangement will obviously tend to the rapid and continuous improvement of the apprentices. The teacher will have time to observe their teaching, and to draw their attention to his own. The former will afford *himself* means of criticising their work ; the latter will furnish *them* with model lessons for their imitation. He may also with advantage, during the hours of special instruction, refer to his own notes of lectures on school management received at the training college. A judicious reproduction of these will give to the pupil-teachers a knowledge of valuable principles at a time when they have such ample opportunity for carrying them out into practice.

importance
of their
knowing
extent of
children's
powers ;

Pupil-teachers are by no means sufficiently aware of what a class of children can and cannot do. When they shall have learned this, they will have taken a vast stride in their art. Their work will be telling, *because* it will be well-directed ; and the children will be encouraged to attempt what they will quickly perceive to be capable of accomplishment.

and of their
being prac-
tised in ma-
nagement of
a division of
their school.

Finally, it is desirable that the senior pupil-teachers should be frequently put in charge either of the whole school or of some division of it. They should be responsible during this period to the chief teacher for the due working of that division, treating it, as far as possible, as a separate school for the time being under their care. A system of this kind has been carried out with much advantage at the practising school of the Metropolitan Training Institution at Highbury. These remarks on the professional training of the pupil-teachers have extended to a greater length than I had anticipated ; but I am persuaded they are not unnecessary. If teachers in this district will act upon them heartily and intelligently they will find their whole work braced up and invigorated most satisfactorily. We shall gain reality ; and reality is the great essential to success.

Children's
attainments.

Turning now to the children found in the schools, I believe there is no reason to be dissatisfied with their progress ; fluctuations in individual schools will often occur from changes of teachers and other local circumstances, but on the whole I am of opinion that the average condition of that large

number of schools with which I am acquainted may invite comparison with that of previous years. It must not be forgotten that additional subjects have from time to time been introduced; that in many schools drawing has taken its distinct place in the time-table; that more time is professedly assigned to the teaching of "common things;" and that the elements of natural science are beginning to receive special and systematic attention. Bearing these things in mind, I cannot but feel that the state of the children's attainments is gratifying. The religious instruction continues to occupy that place to which it is so justly entitled. It is for the most part, well given and intelligently received; in many cases remarkably so. In this case, however, as in that of the pupil-teachers, I am anxious that a fuller acquaintance with the text of Holy Writ should be cultivated. This cannot be done unless continuous portions of it be regularly learnt by heart. religious knowledge;

Next in importance to religious instruction we must place those indispensable subjects, reading, writing, and arithmetic. Of these the two former are indisputably the most difficult to teach, and as indisputably the most rarely well taught. This arises, I believe, in no small degree from the inadequate standard which both teachers and children have formed in their own minds respecting them,—they are far too easily satisfied with themselves. A very large proportion of the children do not know what good reading is—they are not taught in what it consists, or in what bad reading consists. In too many cases it would be more true to say that the teachers *hear them read*, than that they teach them reading. Very careful and special instruction should be given to the pupil-teachers in this respect. Few things are more painful to me than to see the energies of a young teacher in his class frittered away after this fashion. A child reads a sentence,—he commits gross faults. "Read it again," says the teacher. He reads it again, and, as may be expected, he reads it pretty much as at first. "Read it again;" and so on. It does not seem to enter into the teacher's conception that his own labour, and the child's too, would be immensely lightened, if he would but tell the child what his faults are, and *why* he has to read it again. A teacher who pursues this plan will never have good reading in his class. The children are baffled, confused, and disheartened; and, as a natural consequence, they subside into stolid indifference. It must never be forgotten that the art of reading is an imitative art, and that no teaching of it can be effective unless the practice of furnishing the children with models of good reading be largely resorted to. reading, writing, and arithmetic.

With respect to the needlework, I regret that it is not in Needlework;

a work of
great diffi-
culty.

my power to make as satisfactory a report to your Lordships as is desirable. The subject is confessedly a difficult one, far more so than superficial observers are inclined to suppose. For the instruction of an ordinary school of, say, 120 children, a large amount of material, and much toil in the way of preparation and superintendence, will be found to be absolutely necessary, if any very profitable results are to be obtained. In some schools, a mistress who is fruitful in expedients may be found to contend pretty successfully with these disadvantages. Comparatively few have, at present, either the energy or the skill fully to accomplish it. Needlework, to be *learnt*, must be *taught*; and it is to a misconception of this truth that failure is too often attributable. The demand upon the teacher's time during this exercise is so great that she finds it extremely difficult to devote a sufficient amount of attention to each individual; she is therefore tempted to perform, with her own hands, work which ought to be done by the children under her careful superintendence.

Considera-
tion of plans
ordinarily
adopted;

In some instances the children are said to bring their own work for one, two, or more afternoons in the week; the others being occupied in work provided by the managers, often with no very systematic regularity. It is obvious that, whatever other advantages this plan may possess in lightening the labours of the mother of the family, or otherwise, the amount of actual instruction gained by the children is of a very imperfect description; for, as may often have been observed, the parents shrink from exposing to the general gaze the poverty of their children's narrow wardrobes; and thus the best opportunity which such work would afford of gaining proficiency in *mending*, *darning*, and *patching* is withheld. A certain number of schools—many of them extremely well-conducted—continue what was formerly the favourite practice, and “take in” work, for the most part of a tolerably fine description, for which they receive payment on a certain fixed scale, the proceeds of which fall into the general funds of the school. Many families are in the habit of sending much of their needlework to such schools—fine shirts ready cut out, and sometimes fixed, sheets, towels, and other household linen, to be made and marked; and there is little doubt that, for the purpose which is in these cases mainly kept in view, the plan is an effective one.

their insuf-
ficiency;

The question, however, which your Lordships contemplate has a far wider scope. You require a system which shall be generally applicable and shall produce the largest amount of general good. It is most true that the point to be kept in view in our elementary, as in all other schools, is this—How shall

we render the education and instruction they impart most thoroughly conducive to the formation of good and useful men and women? But, then, useful to whom? If the sole end and object of women in this class of life were domestic service, it may safely be admitted that the system of needlework pursued in the schools which I have just described would be, if not the best, at least, a good one. This, however, is far from being the destination of the mass. The question to which we must address ourselves is rather—How shall these children be fitted for becoming good and useful wives and mothers? But very few years are required to transform the light-hearted school girl of eleven or twelve years of age into the toil-worn housewife, engrossed in the absorbing claims of her husband and family. None but those who have laboured amongst the poor of a crowded city can form any adequate conception of the extent to which her energies are commonly tasked in this severe contest. The slightest actual improvidence,—nay, the slightest want of providence, may, and commonly will, place her so far behindhand in the world, as to put it out of her power to regain the lost ground; and yet it is as common as it is painful to observe how many of the wives of the labouring poor spend habitually no inconsiderable part of their earnings in paying others to do for them the needlework which they ought to be able to do for themselves. Many a home is broken up, many a family goes to the poorhouse, because the mother has never learned to perform this most important part of a woman's duties.

Now, in endeavouring to free them from this disability, we must bear in mind their circumstances. Fine work is clearly not that which will be most useful to them. If we can give them a reasonable familiarity with all the branches of plain work,—if we can teach them to darn, and mend, and patch with readiness and skill,—if we can enable them to master cutting-out to such an extent as is required for the ordinary work of a poor man's home, we shall have rendered to them, and at the same time we shall have rendered to society, a lasting and incalculable service. I believe that by your Lordships' encouragement this may be accomplished—at least, in a large measure. The desiderata appear to be these:—

considerations to be kept in view in remedying this.

- 1st,—A sufficient supply of material;
- 2nd,—Competent superintendence for the work;
- 3rd,—A ready means of disposing of it.

It appears to me that the general extension of your Lordships' capitation grants to all classes of schools will readily furnish the means of securing the first of these requisites. Nothing could be more reasonable in itself, or more conducive to the prosperity of the schools, than to *require* a sufficient

part of these grants to be thus expended. The second is a matter of considerable practical difficulty, both from the fact that many of the teachers themselves are far from being proficient in cutting out; and also from the want of greater practice on the part of the pupil-teachers. This difficulty is in the way to be diminished, in consequence of the introduction of cutting-out into the Christmas examination at the training colleges; and in the meantime much may be accomplished by steady and persistent attempts at self-improvement. The disposal of the work, when finished, can only be effectively accomplished by systematic efforts on the part of the managers and teachers. This will, however, I believe, generally suffice to accomplish it. I subjoin in Appendix B. a lively account from a clergyman's wife of the difficulties which she encountered in bringing the needlework of her school into a satisfactory condition; together with a list of the prices at which the finished articles are readily disposed of. The obvious disadvantage under which she laboured from previous ignorance of the subject may, perhaps, encourage others to make a similar attempt.

Industrial
schools;

their extension
must be
gradual.

The subject of industrial schools is an extremely interesting one, and valuable results will unquestionably flow from their judicious extension. In order, however, to be judicious, this must, I am satisfied, be gradual. It is from indiscriminate advocacy that the cause has most to apprehend. It would be almost superfluous to remark that industrial training necessarily pre-supposes some specific object upon which industry may be exercised. To train boys to handicraft, or girls to domestic occupation, by mere theoretical instruction, without practical teaching, is a simple impossibility. We may give them much useful information on these subjects,—and this is actually done in almost all our elementary schools by means of the different series of reading-books, large portions of which have been carefully constructed for that very purpose,—but this is all we can ordinarily do. If practice were superfluous, we might hope to teach even needlework by theory. It is one of the trials under which the friends of education must, I suppose, be content to remain,—that the subject has become fashionable. The starting of a new idea calls up a crowd of eager advocates, whose zealous efforts would be of the utmost service but for their impatience of results. No system of mushroom growth has ever yet—so far as I am aware—taken permanent hold upon Englishmen, or effected any permanent good amongst them. All our greatest results have been accomplished by tentative processes; and it is well that it should be so. Let it be granted that our operations lose in brilliancy thereby; they

gain, nevertheless, immeasurably in their deep and solid hold upon the convictions of the country.

Anything approximating to a *general* combination of industrial training, with the ordinary work of our girls' schools, seems, I confess, to be out of the question at present. The actual school hours are already fully occupied; and a good teacher will always find it necessary to devote much of her time out of school hours to the preparing and fixing of the needlework. It is clear, therefore, we cannot look to her as a possible instructress in cooking or laundry work unless additional teaching power be provided. Whether the principal teacher or her assistant be charged with the industrial part of the instruction, will of course depend on the particular circumstances of the case. Such little practice in housemaid's work as can be found within the limits of the school itself and the teacher's residence is, of course, attainable, provided the consent of the parents can be obtained. This is often extremely difficult, and would not, I am satisfied, be generally given, unless some special inducements could be offered. Apart from this, however, what, after all, is the precise value of such an extent of training? The plan is in operation in certain schools in this district. They either select a few of the elder girls—six or twelve,—and employ them once a week in cleaning, and, perhaps, scrubbing the floors of the school-room, and dusting the desks and furniture, and in blacking the grates of the teacher's residence; or they throw the work open to a much larger number of children—in one instance to as many as forty-eight—upon whom the duties devolve in turn. Even in the former case, the training is extremely slight, and goes but little beyond what they can and would obtain at home; and in the latter it is positively little better than playing at training. The practice is quite defensible on other grounds; for I believe the intercourse which arises out of it is beneficial both to the children and their teachers; but industrial training, in any real and practical sense, it is not. I repeat, therefore, that it will be found impossible to connect this work with our ordinary schools, unless by the employment of an increased staff of teachers, and the expenditure of increased funds.

There are already in the district several schools of an industrial character; and to some of them it may be well that I should refer. First, in order of time, I may mention many of the parochial and ward schools, in which a considerable number of children are wholly or partially clothed and instructed. In some instances, too, a certain number of these children are boarded and lodged in the establishment. Where this is so, reasonable provision is at once secured for their being efficiently

General introduction of industrial training into our ordinary schools impracticable at present.

Industrial schools already existing.

trained to service. The parochial schools of St. Andrew's, Holborn, and of St. Dunstan's, Fleet Street, are fair instances of this class. In the Burlington Schools, St. James', Westminster, no children are admitted to the schools without becoming inmates of the house. The present number there is sixty-eight; and the managers are fortunate in having at the head of it ladies unusually fitted for the work. One very pleasing feature in most of these establishments is the interest taken by the managers in the welfare of the children, after they leave the school. They are encouraged to present themselves once, at least, at the end of the first or second year's service—in many cases more frequently; and if they have remained with the same mistress, and can produce a satisfactory character from her, they receive a considerable present in money (usually, I think, 1*l.* 1*s.*); and, in some cases, a further gift of a book, or some article of clothing. These meetings are said to be extremely interesting, as may well be believed, and their influence on these young people's character must be of the very best description.

New cooking schools.

Two schools of an extremely interesting kind have been commenced in London during the past year—the first, the cooking school of Christ's Church, St. Pancras, in connexion with the large National schools of that district; the other, the industrial school of Mortimer Street, under the immediate management of G. O. Pollard, Esq., to whom its existence is principally due. A house near the school has been taken in the first of these cases. The basement story is suitably fitted up for kitchen purposes. On the ground floor is a sort of coffee-room, and a smaller one for private parties. The rest of the house is used for sitting and sleeping rooms. All the upper girls who are old enough to profit by the instruction, and whose parents approve of their doing so, are employed here in turn. The establishment is conducted pretty much as a *traiteur's* would be in Paris. Plain but well-cooked meals can be sent out for fourpence each, and many of these have been issued on orders from the district visitors; whilst practice in cookery of a higher class is afforded by the patronage of some of the neighbouring shopkeepers, and of such wealthy residents as take an interest in the success of the undertaking. I visited the school in July last, when the books were produced for my inspection, and I found that the proceeds arising from sales very nearly covered the current household expenses, including therein the whole board of the cook and two girls daily, and the partial board of at least two more girls. I regard this as one of the most interesting experiments that have yet been made; but a full year's work, at least, is required before it can safely be pronounced successful. If one or two of the neighbouring

schools would unite themselves with the Christ's Church schools in the scheme, their joint support would, I am convinced, render success certain. The Mortimer Street establishment is of a different character. It is an elementary school for the instruction of girls, with a kitchen department attached. Mr. Pollard hopes shortly to obtain better premises, in which the mistress and two pupil-teachers will reside. Dinner will be provided daily for eight boys, who constitute the choir of a neighbouring church; and in this manner sufficient practice in cooking will be secured for the industrial girls. The encouraging feature in both these cases is that they proceed on the rational principle of not attempting industrial training without a due provision of industrial work. I would gladly have noticed other industrial schools in the district, and have made some mention of other subjects, especially of Night Schools, which are now, I think, beginning to make progress; but as I cannot do this without further transgressing limits which I have already exceeded, I am compelled to defer my remarks until another year.

I have the honor to be, &c.

JAMES G. C. FUSSELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SPECIFICATION AND ESTIMATE FOR GROUPS OF DESKS AND BENCHES.

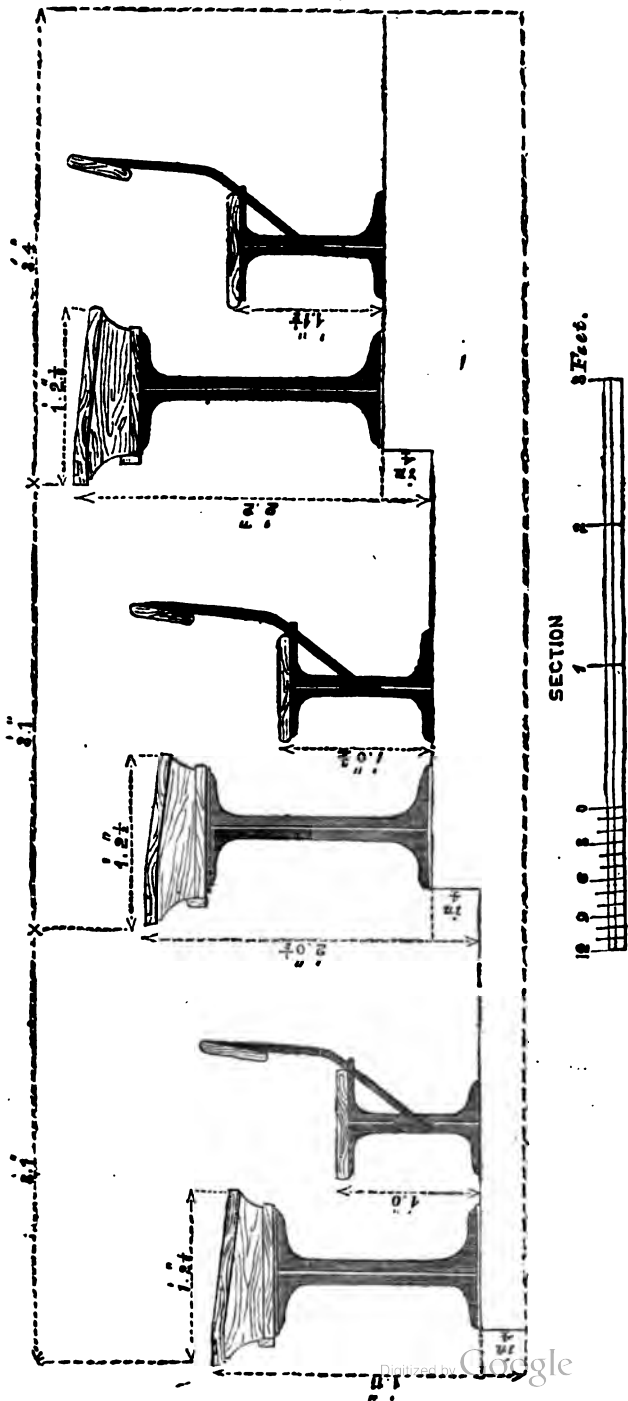
The desk top to be of $1\frac{1}{2}$ inch birch, French polished, 10 feet 6 inches long, with six holes for inkstands and six sunk trays for pens.

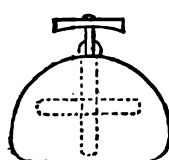
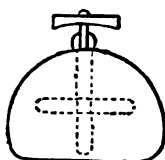
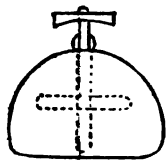
The shelf to be $\frac{3}{4}$ inch deal, with birch bead at the edge.

The seats and backs to be of $1\frac{1}{2}$ inch birch, French polished. The standards of desks and seats to be cast iron. The support for backs to be of wrought iron; all well painted in oil.

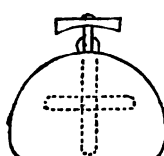
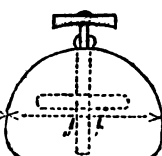
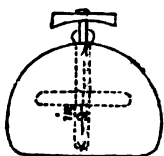
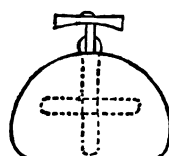
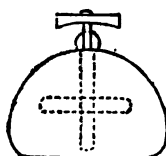
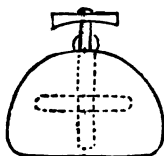
	£	s.	d.
a. Cost of group of three desks, having <i>separate</i> seats each, with a back to each seat	-	-	-
	-	12	18 0
b. Ditto, <i>without</i> backs to seats	-	-	-
	-	11	6 6
c. Same desks, with benches 7 inches wide, instead of <i>separate</i> seats	-	10	2 9

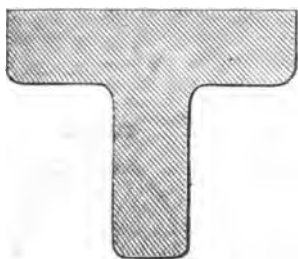
Group of Desks, with separate Seats.





Plan of Half a Group.

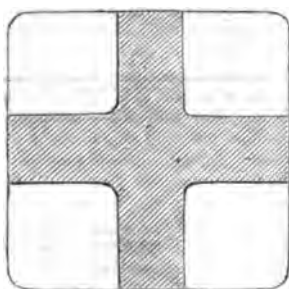




Head and Foot.



Standards of Desks.


Standard of Seats.
(Full Size.)

APPENDIX B.

MY DEAR MR. FUSSELL,

The Vicarage, —, 23 January 1858.

I do not suppose that in any school in England needlework could be at a lower ebb than it was at ours five months ago. Years ago, when we first married, and there was a dame at the head, it was very good, and the school was a good deal supported by it, and so it was in Mrs. ———'s time; but, as our present mistress knew little of needlework, by degrees it went down and down, till it came to such a pass that at last the parents spoke to us (having, of course, first, for months and years, grumbled to one another, withdrawn the children in an afternoon, and abused the school and teachers). The needlework then consisted of a few badly made shirts—perfectly unsaleable, which used to lie here when made; dirty bits of hemming, which never became anything; crochet for those who did not sit idle; and sleepy lessons for the boys. We went about, and got help and advice wherever we could, and determined to (not do better, but) do well. The difficulties did really seem insurmountable. How could our mistress help either to cut out or fix, when she had four apprentices to teach for a hard examination, and her school? Yet to keep 80 girls supplied with work was no slight task. I literally toiled from morning till night, neglecting many other duties and overtiring myself. It was all so new and difficult to me. Well, first we made white calico lap-bags and numbered them, and each child's name was entered in the page of a book under a number; then we provided each pupil-teacher with a workbox, stocked with needles, cotton, &c., and a basket to keep the children's bags in. The top of the basket is of wood like a drum, and serves for her table. Then we promised to pay each child for her work; we diminished the time from two hours and a half to one hour and a half, and the result was increase in quantity and quality. We got our

neighbours to send us work for our one dozen and a half best workers, and I nought calico, prints, &c., and cut out shirts, shifts, frocks, pinafores, blouses, and let our learners make them, and put a price upon them, according to the quality of the needlework. For shirts and shifts I put on a quarter of the price of the material for profit; for fancy pinafores, &c., a half. For instance:—

	s.	d.
Calico for shirt - - - - -	1	4
Buttons, &c. - - - - -	0	1
Paid child for making - - - - -	0	3
Profit - - - - -	0	4
	<hr/>	
	2	0
	<hr/>	

At the outset, the children did, first, a piece of white work, and then coloured, as an inducement, for they did not believe in the work, nor their parents either. They thought we could not do it—and some queer mistakes we made; button holes on wrong sides, sleeves put on so small no arm could enter, great Byron collars, &c., and lots of fault they found;—but never say die: so I slaved on. Miss ——— and her teachers come into school, and fix work from half-past one to two; and so do I, so that when the children arrive it is ready for them. In addition to cutting out and fixing in the school, at first, I took home with me daily, at four o'clock, a dozen bags of work to fix or get right, for the mistakes were beyond belief. Things rarely came out what they were intended to be; the whole seam of the shirt sewn up and no armhole left, and the flaps of shirts hemmed wrong side, (and it was not the children's fault, so I used to unpick and get it right, and work up to where the child ought to have been, or she would have given it up as a bad job). And I tormented Miss ———, who behaved beautifully, and did her best, meekly and quietly; and I tormented the pupil-teachers until they were at their wits' end—but I did it; and now our first class work very well and very cleanly. They come in before two, that they may lose no time; for them we take in work, and give great satisfaction. They have made a set of fine shirts, chemises, children's drawers with tucks and embroidery, fancy frocks, and pinafores and blouses. Some of our second class do order work; but for the less forward and the third class I buy calico, and they make poor men's Sunday shirts, shifts, frocks, night-gowns, all cut to the best patterns; so that when they do order work it will only be a change in the costliness of the material. The fourth class make strip petticoats and stays of strips of unbleached calico at 3½d. per yard. I tear this into two-inch wide strips, they hem both sides and seam together, till enough is made for a petticoat, and then it is put into a band and sold. At once our boys stared us in the face as a great difficulty. If two apprentices must be out teaching them we could never get on; so we taught them to knit garters, stays, stockings, veils, &c., and pay them too. Then we got Mrs. ——— a hawker's licence, and she goes about with a basket and disposes of my things. I give her one shilling in the pound for all she sells. She was our former dame, and gives me most valuable information, which I could get in no other way; tells me what patterns do not sell; that such and such materials poor people never buy. I could never know this myself. There are no such severe critics in the world as poor people; and till our needlework was workmanlike, we might have spent the wealth of Croesus on our school, and it would not have prospered as we wanted it, for after all they know what it is worth their while to get for their children,—what pays, in short; and no puffing of ours would make them believe Miss ——— and our school efficient in this respect when it was not.

Now, this has been real toil, literally done in the sweat of my brow; and in many a school the same work has to be done, and who is to do it, if the parson's wife has lots of other duties and the mistress cannot? Of course, to many the difficulties would not be so great as mine were, for I never learnt to sew from having had ophthalmia, and had all to learn myself, as well as teach,—and lots of mistakes I have made. ——— shall make them, too; I will not mother her, or she will have no experience, dearly bought and laid up. I will sacrifice on her shrine calico and print, and let her make mistakes. I know you will not think me vain for my name coming in so often, but I could not put anyone else's, for I did it.

I remain, &c.

SPECIMEN OF NEEDLEWORK REGISTER.

No. 2. Mary Beaston :—

Begun, October 4, Shirt	-	-	-	-	-	3d.
„ November 6, Frock	-	-	-	-	-	2d.

— SCHOOL.—TERMS for NEEDLEWORK.

Making,—						s.	d.	s.	d.
A fine shirt (frilled)	-	-	-	-	-	-	1 9	to	2 0
Ditto (plain)	-	-	-	-	-	-	1 4	"	1 6
Ditto (boys')	-	-	-	-	-	-	0 9	"	1 0
Men's coarse shirts	-	-	-	-	-	-	0 6	"	0 10
Boys' ditto ditto	-	-	-	-	-	-	0 4	"	0 6
Fine shifts, with wristbands	-	-	-	-	-	-	1 0		—
Ditto, with plain sleeves	-	-	-	-	-	-	0 9		—
Ditto ditto, children's	-	-	-	-	-	-	0 4	"	0 7
Women's coarse shifts	-	-	-	-	-	-	0 4	"	0 6
Children's ditto	-	-	-	-	-	-	0 1	"	0 2
Men's night shirts	-	-	-	-	-	-	0 8		—
Boy's ditto	-	-	-	-	-	-	0 6		—
Ladies' night caps	-	-	-	-	-	-	0 3	"	0 4
Ditto long night gowns (frilled)	-	-	-	-	-	-	0 10	"	1 0
Ditto (plain)	-	-	-	-	-	-	0 8		—
Ditto (short)	-	-	-	-	-	-	0 5		—
Children's night gowns	-	-	-	-	-	-	0 4		—
Pockets stitched, each	-	-	-	-	-	-	0 2		—
Petticoats and slips	-	-	-	-	-	-	0 4	"	0 6
Pocket handkerchiefs	-	-	-	-	-	-	0 0½	"	0 1
Coloured frocks	-	-	-	-	-	-	0 6	"	1 0
Coarse ditto	-	-	-	-	-	-	0 4	"	0 8
Pinafores	-	-	-	-	-	-	0 1	"	0 1½
Aprons	-	-	-	-	-	-	0 1½	"	0 2
Wristbands and collars	-	-	-	-	-	-	0 1	"	0 1½
Cravats hemmed	-	-	-	-	-	-	0 1	"	0 1½
Fine sheets, per pair (14 yds.)	-	-	-	-	-	-	0 8		—
Ditto " (16 yds.)	-	-	-	-	-	-	0 9		—
Coarse " (12 yds.)	-	-	-	-	-	-	0 5		—
Pillow cases, each	-	-	-	-	-	-	0 2	"	0 3
Table cloths, each	-	-	-	-	-	-	0 2	"	0 4
Napkins and towels	-	-	-	-	-	per dozen	0 4,	each	0 0½
Knife cloths and dusters	-	-	-	-	-	"	0 3,	"	0 0½
Hemming and sewing, per yard	-	-	-	-	-	-	0 0½	to	0 0½
Tucks	-	-	-	-	-	-	0 0½	"	0 1
Button holes, each	-	-	-	-	-	-	0 0½		—
Marking letters and figures, each	-	-	-	-	-	-	0 0½		—
„ crests or other devices, each	-	-	-	-	-	-	0 1		—

Needles, thread, or cotton to be paid for, unless sent. The work sent to be cut out. The money to be paid when the work is returned.

Everybody is requested to enclose a list of work sent, and, to prevent mistakes, to give a memorandum, signed by herself, to the schoolmistress, stating the amount, and date when paid, as a check for the treasurer.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. H. W. BELLAIRES, M.A., &c., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of GLOUCESTER, OXFORD, WARWICK, WORCESTER, HEREFORD, and MONMOUTH.

MY LORDS,

THE general condition of the district presents few new features. The schools in receipt of annual grants are, as a rule, efficient, affording good education to children of farmers and tradesmen, as well as of the labouring classes; the former remaining to the ages of twelve, and in some instances thirteen; the latter to ten and eleven. In these "annual grant" schools, the children in the first classes are able to read fluently and correctly, but with a moderate amount of expression. They write and spell well, have a good knowledge of the elementary rules of arithmetic, simple and compound, and have been instructed more or less, according to circumstances, in the higher rules. In most cases geography and grammar to a limited extent are acquired, with a very fair amount of religious knowledge. In fact, I have no hesitation in stating that these children, as a rule, receive sufficient information, skill, and intelligence, to enable them to educate themselves in any branch of knowledge to which they may turn their attention in after life. The ages of children in these first classes range from eight years old to thirteen; the great bulk of them are about eleven years old, and the majority of them belong to classes above that of the labourer. If we could induce the children generally to remain at school until they obtained the average range of attainments acquired in these first classes, we should have little to complain of. The evil is with those who leave school in the lower classes, or who never attend school at all. Of these I have said so much in former reports that I will add but little here. My convictions as to the difficulty of dealing with this question legislatively do not decrease. I have no doubt that the cost of production of very many of our manufactured goods, of the food we eat, of the clothes we wear, is minutely concerned with it; that it enters largely into the poor-rate question, and into the small comforts and even necessities of life of the labouring classes, and that no general displacement of juvenile labour, as it exists at present, can be entered upon with success, which does not approximately provide a compensation for the several losses it would entail. Some trustworthy statistics upon the way in which half-time or

Condition of district under inspection.

partial time systems have worked, as regards production and education, are much wanted, and would afford us data, upon which we might speculate with some certainty, as to the possibility of introducing changes in this matter. I have heard it stated at a public meeting, by a person of deserved weight and authority in educational subjects, that a legislative enactment ought to be passed which should subject to imprisonment any parent who did not send his child to school; and, at the same time, that the religious bodies might be trusted to erect and support schools sufficient to enable the executive to enforce an enactment of that kind. My impression is that such an act as that, if passed and attempted to be carried out, would produce a national commotion not much less dangerous than that which attended a poll-tax.

Progress of
education
in several
points;

Admitting, however, as one very properly may, great deficiencies in these classes of children of which I have spoken, I feel bound to state that there is a marked progress going on in the district, and that this progress appears to be still far from its highest point. The annual-grant cases increase; schools under simple inspection improve; there is a growing feeling in favour of educating the poor; local associations are being formed; the clergy are more active; and the children of this generation are unquestionably far better educated than those of the last, whether we look at their religious knowledge, their moral training, their general intelligence, or their attainments in secular subjects. I have tried lately to contrast the existing state of elementary education, in this district, with that in which I found it when I first entered upon the office of Inspector of Schools, in the month of March 1844; and the progress certainly appears to me to be very striking. At the period to which I refer, the condition of the school buildings throughout these counties was, with few exceptions, very imperfect. The extent to which improvements have been made may be partly seen from the following table, showing the number of separate grants which have been made for the purposes of erecting and improving school buildings since that period:—

School
buildings;

Gloucestershire	-	-	-	-	135
Oxfordshire	-	-	-	-	32
Warwickshire	-	-	-	-	96
Worcestershire	-	-	-	-	72
Herefordshire	-	-	-	-	36
Monmouthshire	-	-	-	-	23
					<hr/>
					394

Of 461 school buildings reported upon in this district in 1857, 426 are excellent, good, or fair; 20 moderate; and only 15 imperfect.

There was then no training college in existence in the kingdom. There are now five in this district alone, in which the aggregate number of students who had passed in 1857 was 812, as follows :—

Training colleges;

Cheltenham, Male	-	-	-	-	394
Female	-	-	-	-	185
Culham	-	-	-	-	119
Fishponds	-	-	-	-	27
Saltley	-	-	-	-	87

There was then not one teacher who had been professionally trained. The teachers for the most part were ignorant and unskilful persons, who in very many instances were appointed simply because they were disqualified for other employments. During the past year, the number of certificated teachers reported upon in this district has been 268, with 611 pupil-teachers.

Teachers;

The improvements in the attainments and intelligence of the children has been not less striking. I think I speak within the limits of truth in saying that, in 1844, there were not half a dozen schools in the whole of these counties which would have come up to our present standard of excellent, good, or fair, in any single subject of instruction, with the exception, perhaps, of penmanship. In the summaries of 1857 I find, in 371 schools, the subjects taught as follows :—Holy Scriptures, excellently, well, or fair, in 291; the catechism, in 261; reading, in 228; writing, in 274; arithmetic, in 140; geography, in 208; grammar, in 152. These facts meet one when inclined to despond at the great short-comings, and the many difficulties, which unquestionably stand in the way of a state of general efficiency. And I certainly think that they ought to make us thankful for the past and sanguine for the future.

Children's attainments

Of the promising signs in the district, I would mention that of increased local organization, as among the most important. The development of local resources and the increase of local organization are points which I have ever had in view, convinced as I am, on the one hand, that these are the only means which can safely be depended upon for carrying out such a system of education as that which this country has adopted; and, on the other hand, that, unless these means be fairly brought out, the pressure upon the Committee of Council will be greater than it can bear, and end in a complete disruption of the present system.

and local organization.

On the grounds last stated, I am glad to be able to bring before your Lordships some of the local operations in the district. In my last report I spoke favourably of the effects of the Worcester Diocesan Board, in the inspection and examination for prizes. I have reason to believe that, during the past year,

Diocesan Prize-scheme As sociations

the efforts of this Board have been crowned with no less success than before. In the archdeaconry of Worcester the money prizes given, in each of the districts into which the archdeaconry is divided, were as follows :—

	Candidates.	Classed.	£	s.	d.	£	s.	d.
Kidderminster	- 157	- - 138	- - 122	5	0	} 257	5	0
Worcester	- 156	- - 135	- - 85	12	6			
Stratford	- 81	- - 77	- - 49	7	6			

In the Coventry archdeaconry 344 candidates presented themselves for examination, of whom 96 received prizes for general and special subjects, and 30 for needlework. In the dioceses of Oxford, Hereford, and Llandaff, the Educational Boards are increasing their exertions; and in the diocese of Gloucester and Bristol a plan is in process of formation which will embrace prize schemes and other means of improvement. But, in this work of local effort, Birmingham has taken the lead during the past year. The Educational Association formed last year has been engaged in collecting a large mass of facts upon which to ground future proceedings, and has instituted a prize scheme conducted by members of its own body, who held their first examination in December last. 121 candidates were presented, of whom 39 were successful. The statistical committee of this Association has published an interesting report, from which it appears that, "in respect of
 " males, the largest number who receive daily education is
 " 62 per cent. between the ages of seven and eight, 61 per
 " cent. between eight and nine, 45 per cent. between nine
 " and ten, and 41 per cent. between ten and eleven; and that
 " between eleven and twelve the school attendance diminishes
 " to 17 per cent., and between twelve and thirteen to 10 per
 " cent."

Recent
movement
in favour of
middle-class
education,
in connexion
with Univer-
sities of
Oxford and
Cambridge.

To the Birmingham Association, also, belongs the merit of taking the first step in a movement which, I believe, will prove to be a most important one in improving the general education of the kingdom. On the 14th of April, I had the honor to attend one of the committee meetings of this Association, and to bring before it the subject of middle-class education in connexion with the universities. This subject I had previously discussed with my colleague, the Rev. F. Temple, and was furnished with a letter from him, containing his views as to the plan best adapted to carry out our object (*see Appendix B.*) This letter I read to the meeting, and upon it a resolution was founded, of which the following is a copy :—

"This Committee, having heard the remarks of Mr. Belloirs and Mr. Temple's letter, beg leave to apply, through these gentlemen, to the University of Oxford, to consider the subject of middle-class education, with the view of providing remedies for existing defects; and, in case the University should see fit to adopt the suggestions

made by Mr. Temple in his letter to Mr. Bellairs, dated 11 April 1857, and to send an examiner to Birmingham, this Committee pledges itself to use its best exertions to secure candidates and to provide the necessary accommodation."

Whatever may be the results of that movement, this resolution ought at all events to be considered the ostensible basis upon which they stand. In conjunction with Mr. Temple and Mr. T. Dyke Acland, who has taken great pains and feels the deepest interest in the question of middle-class education, I went to Oxford, as the representative of this Association, with the above resolution. Supported by other memorials from different parts of the country, our application was favourably received by the Committee of the University authorities appointed to treat with us on the subject, and was referred by them to the governing body at large, by whom it was also received with favour. This same resolution, with the necessary verbal alterations, I had afterwards the honor to present, in conjunction with Mr. Temple and Messrs. Chance and Sargent, members of the Committee of the Birmingham Association, to a Committee of the Senate at Cambridge. Our reception was favourable; and I trust that Cambridge will not refuse that boon to the country at large which the sister university has so handsomely proffered. I am unwilling to leave this subject without expressing my opinion upon the intimate connexion which subsists between the education of the middle and the labouring classes of this country, and the great advantage which the Committee of Council on Education may expect to derive from this movement. If it be true, as I have assumed it to be, that the working out of any system of elementary education must be by local agency, it is evident, I think, that fair progress and ultimate efficiency must depend, in a very great measure at least, upon the way in which the local agents themselves, who are to work the machinery, have been educated. It is notorious, I fear, that the middle classes in this country, from whom this agency to a great extent may very fairly be expected, are imperfectly educated, and the consequence is that they, not only afford little or no help in the work of elementary education, but, in many cases, are its greatest opponents. If then this extension of university influence produce these effects, which we may reasonably expect them to produce, we shall have that local agency which we now need, and the want of which we so much deplore.

With regard to the advantages which will accrue to the Committee of Council on Education from this movement, if successful, I would mention, first, the relief that will be experienced from a pressure, which was daily growing greater, for the Committee of Council to undertake the improvement of the Movement advantageous to operations of Committee of Council on Education.

middle-class schools,—a work for which, with all submission, I conceive that the Committee would be, by its constitution, ill fitted; and secondly, the great advantage that the Committee will derive, in all its legitimate operations, from finding, throughout the country, a well-educated middle class competent to discharge those local duties in their schools which properly devolve upon them.

Prize-
schemes in
mining dis-
tricts.

In connexion with the efforts at local organization within my district, I must bring under your Lordships' notice the prize-schemes in South Wales, in whose working, in conjunction with my colleague, Mr. Bowstead, I have been engaged, by the Lord President's direction. The three Associations in South Wales, for awarding annual prizes among the elementary schools of their several districts, are—the Monmouthshire Association, which subscribed this year for prizes 116*l.* 11*s.*; the East Glamorganshire, with a subscription of 99*l.* 2*s.*; and the West Glamorganshire and Caermarthenshire, with a subscription of 100*l.* 2*s.* The examinations for the prizes of these Associations were held by Mr. Bowstead and myself, in July last, and were attended by more than 500 candidates. Of the effects of these examinations, upon the children and their parents, it is premature to speak yet; but a considerable amount of interest was certainly excited by them, as was evinced by the number of influential persons who attended the meetings for the distribution of prizes. These meetings were held at Newport, Cardiff, and Swansea, and were presided over respectively by the Bishop of Llandaff, by Mr. Henry Thomas, the Chairman of the Glamorganshire Sessions, and by the Bishop of St. David's. The importance of increasing interest on the subject of elementary education, or indeed, as one may more properly say, of creating public opinion in its behalf, in such a country as Wales, it is not easy to overrate. When that favourable opinion shall be fairly established, I have little doubt of an improvement in the Principality correspondent, at all events in some extent, to that which has taken place in England; and this, in spite of the religious differences which prevail, and the great poverty of the ecclesiastical endowments in that part of the kingdom.

I have the honor to be, &c.

H. W. BELLAIRS.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. H. W. BELLAIRS, REV. J. W. D. HERNAMAN, AND REV. W. W. HOWARD.

SUMMARY a. Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										Number of Certificated Teachers.	Number of Pupil-Teachers.
		No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommoda- tion is provided, at 8 square feet of superficial area per Child.		
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	206	106	91	73	133	18,809	14,984	16,774	12,881	46,547	308	611	
Simple Inspection	68	6	9	14	45	1,781	1,940	1,164	1,173	4,197	-	-	

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	8'43	8'35	9'06	12'20	13'7	12'23	11'15	9'43	6'39	4'44	2'45	1'37
Simple Inspection	12'3	10'82	15'	11'79	11'09	11'08	10'99	7'89	5'34	3'67	3'81	'94

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	44'12	30'28	18'15	8'85	5'47	5'03
Simple Inspection	36'08	21'94	15'93	12'9	5'54	7'63

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 388 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures . . .	319	63	271	20	28	20	9	12
Catechism . . .	317	62	240	21	28	17	19	14
Reading . . .	326	62	268	19	95	20	19	13
Writing . . .	319	51	246	28	62	20	11	4
Arithmetic . . .	319	51	134	6	96	14	89	31
Geography . . .	282	28	300	8	66	9	16	11
Grammar . . .	287	16	146	6	59	6	33	6
History . . .	119	6	71	1	35	3	13	2
Made from Notes . . .	26	1	28	1	2	—	1	—
Drawing . . .	29	1	28	—	6	1	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is	
	Excellent, Good, or Fair.	Moderate, or Fair.	Excellent, Good, or Fair.	Moderate, or Fair.	Excellent, Good, or Fair.	Moderate, or Fair.	Excellent, Well, or Fairly.	Moderately, or Fairly.	Excellent, Good, or Fair.	Moderate, or Fair.	Excellent, Good, or Fair.	Moderate, or Fair.	Excellent, Good, or Fair.	Moderate, or Fair.
Annual Grants .	373	13	8	361	23	5	318	39	34	274	45	7	238	53
Simple Inspection	58	7	7	26	19	4	29	15	14	30	14	6	56	21

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 239 (Annual Grants) + 31 (Simple Inspection) = 270* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 2,327 7 0	£ s. d. 12,536 17 8	£ s. d. 8,990 14 7	£ s. d. 2,351 9 7	£ s. d. 27,106 8 5	£ s. d. 0 15 11½
Simple Inspection	127 15 1	884 3 4	410 6 9	180 13 8	1,602 18 10	0 15 11½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 239 (Annual Grants) + 31 (Simple Inspection) = 270* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 19,944 14 7	£ s. d. 2,313 10 3	£ s. d. 6,534 8 6	£ s. d. 28,692 13 3	£ s. d. 1 0 0½	26,586
Simple Inspection	1,285 12 10	96 11 7	227 0 5	1,709 4 10	0 17 3	2,049

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters		Schoolmistresses		Infants' Schoolmistresses	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary em- oluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 86 19 11	£ s. d. 86 0 34	£ s. d. 66 7 3½	£ s. d. 83 5 6½	£ s. d. 53 5 1½	£ s. d. 33 0 6½
	Simple Inspection	—	26 18 24	—	26 1 2½	—	26 10 6½
Number on which average is taken	Annual Grants .	153	84	97	50	19	41
	Simple Inspection	—	30	—	22	—	7
Number provided with house or rent-free	Annual Grants .	104	19	55	26	9	15
	Simple Inspection	—	8	—	9	—	4

* The number of schools inspected during the year was 61; but from 261 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	206	81,963	44'17	37'84	13'3	3'37	1'82
Single Inspection	18	1,311	75'67	20'75	3'21	'46	'91

APPENDIX B.

MY DEAR BELLAIRS,

11 April 1857.

THE education of the middle classes in England appears to me to suffer from two causes. The schoolmasters have no guide to direct them what subjects they should teach, or how they should teach those subjects; the parents no guide to direct them what schools they should prefer.

Every one who knows anything of education knows how fatal the former deficiency must be. Without any definite aim, or, if he makes an aim for himself, without any recognised means of testing his own methods of attaining it, the schoolmaster in this class of schools flounders from one mistake into another, or persists year after year in a false system, depending for his bread, not on hard work and honest endeavour after excellence, but, on plausible appearance and skilful puffing. The parents, meanwhile, though they certainly know enough about (if not of) education to desire it for their children, are constantly misled into preferring showy useless acquirements to solid knowledge and real cultivation.

These difficulties would at once disappear if some body capable of commanding the confidence both of teachers and parents were to undertake the task of guiding and testing the work done in these schools.

I think that the University of Oxford might do this, and do it well.

I should propose that the University should appoint a Board of Examiners to examine all boys, from whatever rank, and however educated, who might choose to present themselves, and should grant to all who passed some such title as that of Associate in Arts. (A.A. to rank as it were below our present B.A.)

This examination should have two grades; one taking a standard fairly within reach of boys of 15 for junior associates, the other taking a standard to correspond with the age of 17 for senior associates.

The examination should consist of—

1. A preliminary examination in
 - a. Writing from dictation, arithmetic, parsing, general geography, for all.
 - b. Religious knowledge for those whose parents did not object.
2. Four schools:—
 - a. The School of Languages; to include French, German, and the elements of Latin.
 - b. The School of English; to include English literature, English history, and geography.

c. The School of Mathematics ; to include practical mathematics and drawing.

d. The School of Physics ; to include the elements of the mechanical, chemical, and physiological sciences.

Every candidate should pass through the preliminary examination, and also one of the schools.

Honors should be granted in a class list of those who did well ; a pass without honours to those who did satisfactorily, but no more.

The examinations should be held annually in Oxford. But an examiner should be sent down, with the same papers as were being set at the same time at Oxford, to any place where the gentry and local authorities desired it, and were willing to pay the additional expenditure incurred in hiring rooms for the examination, &c.

Every candidate should pay a fee (say 5s.) for admission, and every candidate who passed should pay an additional fee (say 2s. 6d.) for his *testamur*.

Your's faithfully,

(Signed) F. TEMPLE.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. F. WATKINS, B.D., &c., on the CHURCH OF ENGLAND SCHOOLS inspected in the County of YORK.

MY LORDS,

IN presenting another yearly report to you on the state of Church schools in Yorkshire, I have to speak of a state of (not inactive) repose rather than of striking progress. The work of inspection has not been quite so full as usual, chiefly on account of the long-continued illness of my colleague the Rev. A. R. Grant, whose removal to a southern district, as well as that of my other fellow-labourer, the Rev. W. W. Howard, on account of his wife's health, I have much reason to regret. Your Lordships have filled up their places by the appointment of the Rev. T. W. Sharpe and Rev. R. Temple, as Assistant Inspectors in my district, from both of whom I receive the same hearty aid, and in both of whom I recognize the same intelligent devotion to work which has always distinguished my fellow-labourers in this great field of education. An account of our joint work is drawn up in an appendix to this report (*see Appendix B.*), as well as of the employment of our time in the different branches of it. A special report on each school inspected is given in the tabulated reports, which are printed separately, that they may be circulated as early as possible in each Inspector's district.

Preliminary Remarks.

I have spoken above of the year's inspection as testifying rather to a state of repose than of progress. I observe this in many particulars, in the smaller than usual increase of certificated teachers, in the modicum of assistants, in the decrease (though only by one) of pupil-teachers, in the rather smaller number than heretofore of schools added to my list (a catalogue of which for the year will be found in the Appendix B., *Table No. 3.*) in the fewer localities than ordinary in which new schools are in the course of erection, in the more limited school income of those schools which have been inspected, in the want of improvement (to any perceptible amount) in the age of school children, or in the length of their stay at school,—in all these points, except perhaps the last, it cannot be said that there is any progress during the last official year in Yorkshire. On

General state of district.

the other hand, it must be observed, that there is as yet little, in some points hardly any, retrogression, not more than may easily be accounted for by temporary and local causes not affecting the general state of education in the county. And there is no doubt that the condition of the schools under inspection is much better in all respects (except that of age) than it was a few years since, and that though it may be difficult to measure year by year the exact amount of progress and improvement, yet it is obvious, in looking back over a period of five or ten years, how much ground has been gained in the instruction (at least) of the working classes, and how many signs there are that, though much is yet left undone, if not unattempted, yet much also has been done and is doing year by year for their benefit. Nor is the last year of inspection without its satisfactory results. If the intellectual status be not in all cases such as we could wish it, yet there are comparatively few cases of the very low standard which was not uncommon awhile ago in our village schools,—fewer in the last official year than in the year before it. There are comparatively more schools that rank on the higher than on the lower side of the measure. The last year also bears good witness to the improvement of school-rooms, their better furniture, and apparatus, and in many cases to attempts, not always successful, at improved ventilation. Among the good points also of last year's inspection, I may reckon the increase (about 7 per cent.) of the number of certificated teachers in Yorkshire, and a rather larger and more regular attendance of children at school.

Age of
children.

Still the great educational evil,—the small age of school children, which I have pointed out to your Lordships for fourteen years successively,—remains the same. As will be seen from the Table below (of age) there is hardly any appreciable difference between this year and the last in this respect. There is, indeed, a fractional improvement, but this is all :—

TABLE of AGE.

—	Under 4 Years of Age.	From 4 to 5 Years.	From 5 to 6 Years.	From 6 to 7 Years.	From 7 to 8 Years.	From 8 to 9 Years.	From 9 to 10 Years.	From 10 to 11 Years.	From 11 to 12 Years.	From 12 to 13 Years.	From 13 to 14 Years.	Above 14 Years.
1886	7.00	8.18	10.06	11.51	11.87	11.67	11.40	10.19	8.24	6.06	3.45	1.2
1887	6.006	8.344	9.805	11.08	12.005	11.294	11.075	10.325	8.365	6.235	3.06	1.345
Mean per centage for Great Britain	6.06	7.15	9.33	11.4	12.76	11.94	11.74	10.47	7.93	5.77	3.29	2.14

The state of the case is perhaps more clearly seen by the arrangement of the following Table :—

Years.	Under 7 Years.	Under 10 Years.	Above 10 Years.
	Per Cent.	Per Cent.	Per Cent.
1856 - - -	36.84	71.87	29.13
1857 - - -	36.69	71.06	28.93
Mean per-centage for Great Britain - - }	36.76	70.46	29.00

At the same time it would appear from the Table below School-stay of children. that the school-stay is lengthening :—

	1856.	1857.	Mean per Centage for Great Britain.
	Per Cent.	Per Cent.	Per Cent.
Children in school less than 1 year - - -	47.84	40.945	45.02
" who have been 1 year - - -	21.84	24.905	23.65
" " 2 years - - -	13.8	14.33	15.14
" " 3 " - - -	8.07	10.015	9.78
" " 4 " - - -	5.03	5.555	5.78
" " 5 " and upwards - - -	4.02	4.26	4.09

But when the return for the year is analysed and a separate return made for the schools receiving annual grants, *i.e.*, those schools in which either certificated teachers or pupil-teachers, one or both, are employed, and for the schools under simple inspection which, with very rare exceptions, are of a lower class, and at a lower standard of attainments than the others, then the reason of this apparent improvement, if such it may be really called, becomes plain and is curious enough.

1857.

Schools receiving Annual Grants.		Schools under Simple Inspection.
Per Cent.		Per Cent.
47.55	Children in school less than 1 year - - -	24.34
22.09	" who have been 1 year - - -	27.72
12.1	" " 2 years - - -	15.34
8.48	" " 3 " - - -	11.61
4.71	" " 4 " - - -	6.4
4.13	" " 5 " and upwards - - -	4.39

Here there is a perceptible difference. It is plain that more children stay two, three, and four years in the bad school, (speaking comparatively), than in the good one. And why is this? Because in the good school they more quickly reach that maximum (really a minimum) of attainment which their parents require, with which they rest satisfied, to which they never in their day attained themselves, and to which, therefore, they condemn their children. In the good school the elementary

subjects, the time-honored "three R's, reading, writing, and arithmetic," are easily and rapidly mastered, and whenever this be done, at however early an age, at nine, eight, or even seven years of life, then school-age is past, and work-age is come. It is unsatisfactory certainly to be convinced that the better a school is, the shorter time will children stay in it. But there is no doubt of this truth with regard to the children of the working classes, of day-labourers, whether in the mill or in the field, at the loom or with the plough. The children that stay for a longer time at our good National schools are, with few exceptions which may easily be accounted for, the sons and daughters of farmers and shopkeepers, of clerks, warehousemen, servants in good situations, and of skilled mechanics. Among many instances which I could mention I give a very striking one in the case of Croft school (*see Appendix C.*), which, without any discredit to or disparagement of the rest, may fairly be called the best village school under inspection in Yorkshire, I speak of boys' schools only. There it is found that "the children of farmers and artisans seldom leave the school till they are between thirteen and fourteen years of age, and there are generally a few in the school whose ages exceed fourteen; the children of labourers rarely continue in the school longer than three years, many not longer than one year." Of the last twenty boys who left the school after being for some time in the first class, twelve belong to the classes of society which I have mentioned above; and of the remaining eight, who are the children of day labourers, it will be seen by reference to the report on the school (*Appendix C.*), kindly furnished to me by Archdeacon Dodgson (to whose letter and the suggestions contained in it I wish to draw particular attention), that they have been kept there for special purposes:—Two, that they may become pupil-teachers, one to be qualified for a railway clerkship, another to become a chemist, another a machine-smith, the sixth a draper, the seventh and eighth to be wheelwright and carpenter respectively; so that of the whole twenty only two can be said to represent either by their parentage or future position in life the class working for daily wages.

Educational
paradox.

There is, I believe, no doubt of the great educational paradox, that the better a school is the shorter time do children of the working classes stay in it. There is also another paradox in education which is worthy of notice, that, as a general rule, the better a school is the less the children pay for their schooling in it. This is proved clearly by the Summary (*f.*) of school fees, with which I have been furnished by your Secretary. A reference to it will show that in

schools receiving grants, *i. e.*, with certificated teachers and apprentices,—

76.42 per cent. of children pay less than 8d. per week ;
 6.44 „ pay 4d. or more ;
 1.33 „ pay a higher fee than 4d ;

whilst in schools under simple instruction, *i. e.*, without certificated teachers and apprentices,—

69.13 per cent. pay a less fee than 3d. ;
 15.25 „ pay 4d. or a higher fee ;
 8.37 „ pay the highest fee (above 4d.)

Now as there can be no doubt as to the comparative goodness of these two classes of schools, the one being as I shall show (in the annexed table) far above the other in attainments, in discipline, and indeed in all points which make and mark a good school, it follows that children pay more for their attendance at comparatively bad than comparatively good schools :—

Comparison of schools receiving annual grants, and those under simple inspection.

TABLE OF SCHOOL ATTAINMENTS and CIRCUMSTANCES.

Subject.	Well done.		Moderately done.		Ill done.	
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
Holy Scripture - -	81.5	53.5	17.6	32.5	1.5	14.5
Catechism - - -	73.6	54.5	22.5	31.5	4 nearly	14.5
Reading - - -	76.6	61.5	22.5	37.5	1.5	2.5
Writing - - -	84.5	70.5	15.5	27.5	1.5	2.5
Arithmetic - - -	72.5	50.5	24.5	31.5	4.5	18.5
Geography - - -	65.5	32.5	31.5	46.5	4.5	19.5
Grammar - - -	59.5	30.5	42.5	40.5	7.5	29.5
History - - -	46.5	19.5	37.5	55.5	14.5	25.5

	Good.		Moderate.		Bad.	
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
School Premises - -	88.8	78.5	10.6	19.5	1.5	2.5
Furniture - - -	85.5	53.7	5.5	15.7	0.5	6.5
Books - - -	86.5	57.8	8.75	30.7	1.25	11.14
Discipline - - -	92.5	63.2	6.9	32.5	6.5	4.3
Apparatus - - -	89.2	58.9	9.6	27.6	1.1	13.6

I have, as I before observed, to report an increase of certificated teachers, not so great as last year, but sufficient to mark decided advance in this respect. The numbers stand thus for the last five years :—

Certificated teachers.

1853.	1854.	1855.	1856.	1857
223	235	264	309	331

So that the increase until the last year has been almost uniformly progressive. I am unable to account for its halt

this year, but regret its occurrence, as, whatever may be the temporary (for I trust that they are only temporary) effects of more intelligent instruction in shortening the school-stay of children, there can be no doubt of the greater and more permanent effect produced on the child's mind under the tuition of a well qualified and certificated teacher. It is obvious that in a few years the teachers of all schools under inspection will be holders of certificates of merit. Their number is already very considerable, and it is increasing every year. Their position, therefore, is one not only of professional, but of national importance. Is it now such as it ought to be socially and pecuniarily? The latter point, in a country like England, will decide the former. How stands the question of salaries? The following table will show what the state of the case is in Yorkshire, in which county I have good reason for knowing that we have amongst our teachers both men and women who are surpassed by none in Great Britain in intellectual attainments, professional skill, in excellence of moral and religious character, and in hearty devotion to their work:—

Salaries of teachers.

TABLE of TEACHERS' SALARIES in YORKSHIRE.

	1855.	1856.	1857.
	£ s. d.	£ s. d.	£ s. d.
Certificated Masters - -	88 1 8	88 12 5½	87 19 8½
Uncertificated Masters - -	40 9 3	46 14 9½	40 19 2½
Certificated Mistresses - -	64 3 0	63 9 9½	63 17 3½
Uncertificated Mistresses - -	27 0 0	37 17 1½	33 2 3½
Certificated Infants' Mistresses -	58 19 9	65 16 9½	60 19 11½
Uncertificated Infants' Mistresses	30 8 0	28 16 1½	31 11 7½

I do not think that this table points to a satisfactory state of this important question, for it must be borne in mind that the sums specified in it include Government grants and all professional sources of income. And to what do they amount in the case of a man who has had a thoroughly good but inexpensive education, who has very frequently a wife and young family to support, who is by the letter of the law under which he lives (your Lordships' Minutes) precluded from any employment by which he might add something to his income, and who is expected to live, to dress, and to conduct himself as a gentleman,—I do not mean the gentleman of the fashionable world,—but the man of cultivated mind, of respectable position, and of unembarrassed circumstances. All that he receives is less than 90*l.* per annum; a sum not equal to that which is won by the brawny arm and hard hand of many a day-labourer in our Yorkshire ironworks;*

Position of teacher.

* I find that in some of the ironworks in this neighbourhood (South Yorkshire) at the beginning of the present *strike* some of the men were earning 14*s.* per day.

which is much below the salary of clerks of divers kinds, whose attainments are much inferior to his own, and which places him on the same pecuniary level with the butler or valet in a gentleman's family. Nor is even this income assured to him. A considerable portion of it is conditional, not even dependent on his own conduct or actions, but on the conduct and actions of others; of the pupils whom it is his duty to instruct, of the managers whom he must propitiate, and of the Inspector whom he is bound to satisfy. This uncertain tenure of a scanty stipend must needs be very galling to a sensitive spirit, such as, from his peculiar and isolated situation, that of a schoolmaster too often is. In addition to all this, he has little or no professional prospect. There are not in his calling any of those prizes with which the labour-field of other professions is studded and almost sparkling, and to which men of all classes really look forward, and look up more than they would like to confess; more, probably, than they themselves are aware. The scholastic profession in elementary schools is almost a dead level, at the best a dull table-land, which, when you have once surmounted you have no other rise before you, and look forward only to going down wearily at its end. I am speaking of it in its common worldly point of view, which is really that by which all professions are judged in the market, by which they draw to them men of thought and energy, character, and talent, and by which they are characterized fairly enough as "good" or "bad." It is most unreasonable to expect in schoolmasters higher and less selfish motives than those which influence the lawyer, the physician, the literary man, and the clergyman. Open to them an honourable career, and they will speedily and rightly avail themselves of it.

It is true that an average salary of 87*l.* 19*s.* 8*d.* represents, in fact, a much larger salary for some of the crowd from which the average is taken. It is true that there are schoolmasters in Yorkshire who are in the receipt of more than double this sum, but they are "few and far between;" and every one who thus stands on an eminence above the rest, necessitates one or two brother schoolmasters at a corresponding depression; indeed, at what one may almost call the zero-point of respectable life. I cannot, therefore, look upon this return of schoolmasters' salaries with any feeling but of deep regret, and at the same time of misgiving, that unless some other and far more copious means of supply be discovered their salaries in Yorkshire have reached the maximum. I cannot observe their steady adherence to a sum not varying in three years more than a few shillings, without suspicion of its cause. And I believe, further, that the constantly

Position of
school-
mistress.

Difference
between cer-
tified and
uncertifi-
cated sala-
ries.

increasing supply of material from the training colleges will soon surpass the demand, and then, in the language and according to the law of the market, "prices must fall." Much the same may be said, also, of school-mistresses, though their average salary is comparatively better than that of the masters. Their incomes, from some cause or other, seem, however, to be more liable to fluctuation, and more uncertain, which is, as everyone knows, a very great evil. A glance at the table will show also the great disparity between the salaries of certificated and uncertificated teachers, which may briefly be described thus:—The salary of uncertificated masters varies from 51 to 55 per cent. of that of his certificated brother; of the schoolmistresses the variation is from 42 to 56 per cent.; and of the infants' mistresses, from 43 to 51 per cent.; so that the difference of the pecuniary position between those teachers that have certificates of merit and those who have not is very great indeed, amounting to nearly a half of the whole income. I am not disposed to regret this circumstance, but on the contrary to consider it as one proof out of many of the better appreciation by the country of the real value of the Government certificates, that they are well and carefully given, and that their holders are, as a body, better qualified in all ways for the important work which they have to do. At the same time it must not be supposed that the whole difference between the two sets of salaries (of certificated and uncertificated teachers) is made up by grants from the Committee of Council on Education. A considerable part of it arises from the higher salary which a certificated teacher demands, and is justified in demanding, for his services. It may be well to observe that this is the only part of his income over which the managers of the school ought to exercise any control; and that all which he receives as conditional on his certificate, for the private instruction of pupil-teachers, or of assistants, or for drawing lessons, should be considered as his private fortune, with which they have no more to do than he has with theirs.

Pupil-
teachers.

I have adverted above to the number of pupil-teachers in my district, which appears for the first time since 1846 to be stationary, having in fact diminished by one. This want of increase (rather than actual decrease) may be in part owing to the greater number of assistant teachers, one of whom is equivalent to two pupil-teachers in a school. But the number of assistant teachers has not increased much, and is hardly sufficient to make any perceptible difference in the number of apprentices. The state of the case is more probably, then, that the school apprenticeship is beginning to take its real place amongst the employments of young people of the working

class, and, as has been foreseen long ago by all conversant with the subject in the manufacturing district, does not hold the first place in their esteem. I must repeat here what I have more than once advanced in my reports, that the position of the school apprentice in the manufacturing and mining districts, where child-labour and youth-labour is plentiful and highly remunerative, is not such as to draw the most able and intelligent young persons of either sex to it, but rather on the contrary, to deter them from it.

I have shown in former reports, that its payment, in addition to the long delay caused by its being made at the end of the year's work, in addition also to its uncertainty, being conditional on certificates from three different sources as well as on the result of the yearly examination, is considerably below the regular, weekly, and unconditional payment of other young people of the same age. Last year I made a return, carefully collected from trustworthy and independent sources, of the actual wages received by young people, between the ages of thirteen and twenty, in different parts of the mining and manufacturing district of West Yorkshire. I place here a similar return from five different points in my district, of the wages actually attained by young children when they leave school at the usual average age. The places which I have selected are as different as possible in character and situation, consisting of the metropolitan city of York, the great commercial metropolis of Leeds, the great hardware mart of Sheffield, the great seaport of Hull, and a group of schools in the mining district, on Earl Fitzwilliam's estate, in South Yorkshire.

Their payments.

Children's wages at leaving school.

WAGES, &c. of CHILDREN leaving SCHOOL.

PLACE.	Average Age at which the last 100 have left.	Whole School-time in this or any School.	Per-centage who have been in Infants' School.	Average Rate of Wages obtained at leaving School.
	Years.	Years.		
York, Manor - - -	12.33	3.75	54.	3s.
" Walmgate - - -	8.	2.5	33.	2s. to 4s.
" Dringhouses - - -	11.75	6.75	3.	6s.
" Micklegate - - -	11.50	4.24	60.	3s. to 4s.
" St. Outhbert's - -	9.95	2.50	50.	2s. to 3s.
Average - - -	10.70	3.96	41.	3s. 2d. to 4s.
Leeds, St. George's - -	10.42	6.08	61.5	4s. to 5s.
" St. Paul's - - -	9.48	5.38	87.	3s. to 5s.
" St. Andrew's - - -	9.25	4.07	68.	3s. to 4s.
" Quarry Hill - - -	8.22	4.25	54.	4s. to 5s.
" Benley - - -	8.28	3.68	53.	3s. to 6s.
" Messrs. Marshall's -	11.5	6.25	47.	3s. to 4s.
" St. Mark's - - -	9.65	4.91	0.	2s. to 4s.
" Kirkstall - - -	7.92	2.66	20.	8s. to 6s.
" St. Matthew's - - -	11.3	5.2	53.	3s. to 4s.
" St. Philip's - - -	9.31	4.88	70.	4s.
Average - - -	9.50	4.73	51.75	3s. 2d. to 5s.

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PLACE.	Average Age at which the last 100 have left.	Whole School-time in this or any School.	Per-centage who have been in Infants' School.	Average Rate of Wages obtained at leaving School.
	Years.	Years.		
Hull, Salthouse - -	8'03	5'09	36'	2s. to 6s.
" Christ's Church - -	8'38	1'35 (?)	6'	2s. to 6s.
" St. John's - -	10'3	4'3	15'5	3s.
" St. Stephen's - -	9'19	3'6	50'	3s.
" Nautical - -	10'71	4'5	90'	4s. to 5s.
" St. Mark's - -	11'3	3'82	52'	4s. to 5s.
" Trinity - -	11'14	3'67	14'06	4s. to 5s.
Average - -	9'90	3'76	36'38	3s. 3d. to 3s. 8d.
Sheffield, Carver Street -	9'6	6'	35'	2s. to 6s.
" Trinity - -	9'	4'78	45'	2s. to 6s.
" St. John's - -	8'75	4'06	40'	3s. to 4s.
" St. Mary's - -	9'	4'	58'	2s. to 3s.
" Pittsmoor - -	8'18	3'76 in this	28'56	4s. to 5s.
" St. Peter's - -	9'5	5'	50'	4s. to 5s.
Average - -	9'005	4'35	42'00	3s. 2d. to 5s. 4d.

TABLE of Statistics of School Attendance, &c., in Schools on Earl Fitzwilliam's Estate, South Yorkshire,

Name of School.	Description of School.	Exact Age at which the last 100 have left.	Whole School-time in this or any School.	Per-centage who have been in Infants' School.	Average Rate of Wages obtained at leaving School.
		Years.	Years.		
Wentworth (Barrow.)	Mixed, above 7 years.	10'2	6'5	80	6s.
Elsecar -	Mixed, above 7 years.	10'1	4'8	78	7s. 6d.
Parkgate -	Mixed, above 4 years.	9'4	2'7	25	5s.
Tankersley	Mixed and Infants.	7'1	3'2	2	8s.
Hoyland -	Mixed, above 5 years.	8'5	2'2	30	6s.
Wath -	Mixed - -	10'8	4'2	51	4s.
(Grammar)					
Swinton -	Mixed, above 6 years.	8'9	3'04	44	3s.
Brampton, Brierlow.	Mixed, above 5 years.	9'8	3'	20	4s. 6d.
Average - - -		9'35	3'	41	6s.

GENERAL AVERAGE.

PLACE.	Average Age at which the last 100 have left.	Whole School-time in this or any School.	Per-centage who have been in Infants' School.	Average Rate of Wages obtained at leaving School.
	Years.	Years.		
York - - - -	10'70	3'94	41'	3s. 3d. to 4s.
Leeds - - - -	9'59	4'73	51'75	3s. 2d. to 3s.
Sheffield - - -	9'005	4'53	48'00	3s. 2d. to 3s. 4d.
Hull - - - -	9'99	3'76	35'33	3s. 3d. to 3s. 8d.
Wentworth District	9'36	3'7	41'	6s.
General Average -	9'73	4'13	42'57	3s. 9d. to 4s. 9d.

Comparison of children's wages and

It is curious to find how little variation there is, with one exception, in the returns from these very different localities;

how they all point to the same fact, that children of the working classes leave school before ten years of age (9·72 is the average given by the returns), and at that age are able to obtain wages varying from 3s. 9d. to 4s. 9d. per week; so that these children, at ten years of age, are earning and receiving in weekly payments as much as the school apprentice receives at the end of the first year of apprenticeship, *i. e.*, at fourteen years of age. In other words, according to the commercial view which their parents, with few exceptions, take of life, the weekly workers have a start of four years over the pupil-teacher. They are contributing their share to the family income for four years, whilst he is only subtracting something from it, and they do not subject their homes to that supervision and moral control which the existence of a pupil-teacher in it very properly demands by your Lordships' Minutes.

pupil-
teachers'
salaries.

There can be no doubt then that, whatever future advantages the school apprenticeship may offer, it is far inferior in money value and present convenience—which two considerations bound the mental horizon of most working parents—to other employments of young people. Therefore it is not popular. It is not sought for by the young as the object of their desire and laudable ambition. It is not recommended and urged upon them by their parents, but often taken up as a *pis aller*, entered upon without heart, and broken through when convenient without ceremony.

I observe that one of the chief subjects of discussion at the last general meeting of Associated Church Schoolmasters of England and Wales, was the position of the school apprentice in manufacturing districts; and that this body of practical men unanimously voted a memorial to your Lordships, praying that its stipend might be increased. In this prayer I heartily concur. Unless something be done in this direction, not only is there good reason to believe that the number of pupil-teachers will gradually decrease, but, what is really of far more importance, the young people who offer themselves as candidates will be of a lower class, and of lower intellectual and moral status than it is at all desirable to fashion into teachers for the working classes of this great country.

I must add a word on this point of morals. I regret exceedingly to report, that during the last school year there have been several cases of pupil-teachers dismissed from their situations for "immorality;" in two or three instances for "gross immorality." That this unhappy circumstance may be owing in some degree to that cause to which I have just adverted, the lower social position of the candidates, I can hardly doubt. In every manufacturing town, and in large manufacturing villages, there are many temptations to young people from which all the

Morals of
pupil-
teachers.

care of school managers and teachers cannot save them, and to these temptations,—whether to dishonesty on the one hand or to impurity on the other,—the lowest class in the social scale is most fearfully exposed, more so, for obvious reasons, than the class immediately and only a little above it. I believe that in general pupil-teachers may, as a body, rank as highly as any body of young people in the country both in intelligence and good conduct. Their position is a very difficult one, and any cause which tends to increase their difficulties should be carefully examined, and, if possible, removed. The few thousand pounds a year which the increase of their stipends in the manufacturing district would require, could hardly be better expended. And if this expenditure were to be the means of bringing into the scholastic profession the most promising young people of their class, a more profitable investment for the country could not be devised.

Scholars'
certificates.

Of the various methods devised to prolong the stay of children at school, and improve the quality of their education, I may report that the scholar's certificate (with many offshoots from it) is working its way gradually, but I believe surely, in my district. In most of the large schools where the school stay is very short, no application could, from its requirements, be made for it yet. Twelve certificates were claimed by one school (Messrs. Marshall's), but all could not be allowed, as the children were not on the point of leaving the school. Nine were obtained at Richmond Corporation school, one of the best in my district. Some of the masters have informed me that they have several children looking forward to it next year, and preparing for it by good conduct and regular attendance. I have countersigned forty such certificates during the school year, and I believe that in all cases the holders of them have fulfilled the conditions required of them. I have observed an objection against these certificates, that their conditions are too stringent, and that both the length of stay and standard of conduct required by them are beyond and above the circumstances of the candidates for them. As the suggester of these certificates, I should regret if they were to be lowered in either of these respects. Their object is not that they should be given to all children, nor even to many children, but that their possessors should be intelligent, of good character and conduct, who thus on their entry into life may bear with them an unpretending but useful testimony of what they have been in school, and therefore of what, under God's blessing, they are likely to be in their respective callings. To attach a regular money value to them, as worth so many pounds, shillings, and pence, was very far from my intention in recommending these certificates to your Lordships.

NUMBER OF SCHOLARS' CERTIFICATES, 1857.

Countersigned by myself	-	-	-	40	at	12	places.
"	by Rev. A. R. Grant	-	9	at	4	"	
"	by Rev. T. W. Sharp	-	6	at	2	"	

Of money prizes for school children there is now no lack. They are given at many schools in my district on different conditions and under different circumstances, but chiefly, I believe, for good conduct, and not for great attainments. Whether this be a sound principle may well be questioned, as also whether money be the most suitable reward either for good conduct or great progress. At Kirkby Malzeard, Viscount Goderich has instituted a prize-scheme (*see Appendix D.*), "to encourage the regular attendance of the children, without which the best arrangements in other respects must fail to impart a sound education to the scholars." These prizes, varying from 10s. in the first class to 2s. 6d. in the fourth, are given to the boys and girls in each class who have attended the greatest number of half-days during the previous twelve months. As this is the first year of their institution, it would be premature to speak of their success or failure. I have placed in the Appendix D. a letter from the Rev. T. C. Wilson, incumbent of Kirkby Malzeard, on the subject. At Swinton, the names of the children who have attended the school at least 176 whole days during the year are published with commendation, and those who have been present "in time" at least 180 whole days gain the punctual attendance prize, and on leaving the school may have a testimonial of character and progress, taken from the school register, on making application to the managers.

At Brampton Bierlow school a neatly printed certificate of good conduct and attainments, countersigned by the master, is presented by the trustees to deserving children, "as a reward for good conduct and attention to duty during the last half-year."

In many places a portion of the capitation grant is distributed, according to the amount of their attendance, to the children who have earned it for the school.

At Dringhouses the manager requires an additional payment of 1d. per week from all those children whose attendance during the previous year has not been sufficient to claim this grant. I append his letter (*Appendix E.*), and think his plan deserving of consideration.

Little has been done hitherto by the two Associations of the coal and iron masters in West Yorkshire. The southern association, comprising the district of Sheffield, Rotherham, and Barnsley, has taken no steps beyond the formation of the

society, and the constitution of a committee and officers. The shock caused by the lamentable and most fatal explosion of the Lundhill pit in that district was so great as to completely paralyse all efforts for the examination of children or the distribution of prizes.

The northern society, having for its field of operations the country around Leeds, Wakefield, Huddersfield, Halifax, and Bradford, held an examination and meeting at Leeds, of which an account will be found at the end of the Appendices (*Appendix F.*) The number of candidates, as will be seen, was only small, and their proficiency in the special subjects very unsatisfactory. The younger children, who were examined in the simplest portion of the elementary subjects, passed creditably. I have no doubt that in future years, as the committee see their way more clearly, and have more experience in their good work, satisfactory results will follow this attempt to raise the standard of education amongst the workers in coal and iron mines.

Teachers
leaving
schools.

Amongst the objects of your Lordships' late Minutes, one has been to prevent, in every legitimate way, the frequent change of teachers, as mischievous in a great degree to the schools which they leave, and often also to those which they enter. Another evil arising from the same cause has been pointed out to me several times during the last year. It is noticed in the following letter:—

"DEAR SIR,

———— 18 September 1857.

"I FEEL much obliged by your prompt answer to my letter respecting Mr. N—, of D—; and on your endorsement (which I valued no little), with that of the Rev. A. B. for such qualifications as he has. I accepted the offer of his own and his wife's services, and appointed them to my schools, their duties to commence at Michaelmas. I agreed to my present teacher's leaving me at the end of this month, and I declined the offer of several masters who wished to come here. This morning I had a letter from Mr. N. relinquishing his engagement to me altogether, thus placing me in very great difficulty and distress. He is the third master who within this year, through a change of mind, has acted so utterly regardlessly of all honour and integrity. One of the three I speak of had actually named the day for the arrival of his family and his furniture here, and in place of them I had a note by the post to say he 'relinquished his engagement.' Can you help me?"

"—, &c."

I regret to say that this method of "relinquishing an engagement" is by no means uncommon. Several complaints have been made to me on the subject, and in three or four instances masters whom I had recommended to situations, and had accepted them, threw them up without further notice than a note by the post, "because something better offered itself." I by no means wish to prevent teachers or any other class of men from attempting to "better themselves" by all fair means, but to act thus, without honesty and truth, is

certainly the last offence of which a professed teacher of truth and honesty should be guilty.

I have again to report that great dissatisfaction prevails in my district with regard to the distribution of drawing prizes, and to their quality when obtained. The usual circumstances under which the drawing exercises are given by candidates, viz., in the middle and often towards the close of a large collective examination of pupil-teachers, are singularly unfavourable for a successful issue, to which plenty of light and steadiness of hand are almost indispensable. The number of prizes given has been very small in comparison with the number of candidates for them; and of their quality, as not equal in value to the announced sum, complaints have been made in more than one case. As I did not see the prizes in question, I can give no opinion on the subject; but I believe that I am expressing the opinion of candidates for prizes, of teachers in schools, and of my colleagues, Her Majesty's Inspectors, that it is desirable that the examination in drawing be separated entirely from our examinations of pupil-teachers, and from the yearly examinations for certificates of merit.

Examinations in drawing, and drawing prizes.

I wish to make a remark on the actual state of the schools inspected by me during the official year, as shown by the tabulated reports. Those inspected by Mr. Howard and Mr. Grant are not included in this statement, as I did not think that it would be convenient to call upon these gentlemen for any special returns, as they are now at work in the districts of other Inspectors. I give here a summary of the school condition of those places inspected by myself:—

General state of schools under inspection.

SUMMARY OF TABULATED REPORTS.

Good	-	61	} 119	{ 29 per cent.	} 56½ per cent.
Very fair	-	58			
Fair	-	57	} 74	{ 27 " "	} 35 "
Moderate	-	17			
Very Moderate	-	7	} 17	{ 3½ " "	} 8½ "
Bad	-	10			

It will be seen from the above that more than half of the schools which I have inspected during the last official year may be considered in a very creditable state, both of attainments and discipline. This may seem to be a large number, and to bespeak a more favourable state of education than I have described in the beginning of this report; but it must be borne in mind that the greater part of the schools inspected by me are of the best in my district, and at a higher level than the majority of those inspected by my colleagues. A very large proportion of them are under certificated teachers, and have all the advantages which your Lordships' Minutes offer to elementary schools. They ought therefore to be good

Contrast of
old and new
systems.

examples of their class. And they do, no doubt, attain to a higher standard, both of moral character and general intelligence, than was the case a few years ago.

This fact has been curiously and unintentionally illustrated to me by some papers which have lately come into my hands. The first is a letter from a pupil-teacher (girl) in a school of the manufacturing district, which certainly does much credit to her intelligence and right appreciation of her duties; the second is from a child in the first class of a good school, and shows both right feeling and considerable intelligence; the third is a notice written by the overseers of a village in the East Riding, taken (not by myself) from the church door, and brought to me that I might judge of the state of education in the parish; and the fourth is a letter addressed to myself by a middle-aged and respectable labourer in a Yorkshire village.

(1.) LETTER.

"REVEREND SIR,

"My father wishes me to write to you and ask your advice upon a subject that gives me great uneasiness. I am a pupil-teacher at St. ——— school, and am now in my third year. The schools became mixed in the early part of the year, and for some time I taught a mixed class, but since midsummer I have taught the first class of girls, and have had them *entirely to myself* in the girls' school.

"I have had no system but my own to work by, no judgment but my own to depend upon; in short, I have just taught them as I liked. In the afternoon I have taught needlework to *all* the girls. The reason why I have had to do this is because we have had no mistress.

"But this is not the worst. I have not had a lesson this year. I asked once if I might not receive lessons from the master, since there was no mistress, but was told that the Government would not allow girls to be taught by a master.

"Now I think, in the first place, that it is very wrong to intrust me so young, and consequently so inexperienced as I am, with so important a charge; and, secondly, I think I shall not pass the examination. The Inspector will say, 'She is not qualified to teach what a girl ought to teach at the end of the third year;' and so I shall lose a whole year's salary besides a whole year's tuition, though I shall have had *double* the work, and *more than double* the care that I ought to have had.

"Shall I be sent home at the examination, or might I be transferred to some other school? Please to send me your opinion upon the subject, and you will greatly oblige,

"Rev. F. Watkins.

"Your obedient servant,
E. D."

(2.) EXERCISE.

Question.—"Show what you mean by 'love, honour, and succour your mother?'"

"To show my love to my mother, first, I do what she bids me generally. If she sends me an errand, I try to make all the haste back again I can; I do all I can to assist her; I pray for her, and love her better than anyone else in the world; if my mother is ill I wait upon her, because I know that she cannot do it for herself, and if I did not it would be disobeying the commandment of our Lord's Apostle when he said, 'Children obey your parents.' —M. H."

(3.) NOTICE.

"A vestry Meeting Whill be held In The schoolroom on Fraiday, the 20th, at 7 oclock, for the Nomenation of Gardians and overseers for the in suing year.

"_____ } Overseers."

(4.) LETTER about a Dog.

"SIR, i recived your neat About the dog, and i have got a very good one, a tarrer, e is about 18 Months ould, he as been bred and brot hap in _____, and the Gentlmmn that e beloned to, e Swaped me for my bitsh, for he had wanted her before, and hi hae a youn one of her for my Self, and as you wanted one i cannot recommend to you a beter, so pleas ser rite me a faw lines back, for he hase becan huse to children and is a good house dog. The prise of the dog is ten shillines, he his clear of the distemper. Pleas send Wither you will send for him, or i must bring him hover if e will Suit, it will be on Saturday, if you dond Send for him.

(Signed) "Mr. W. B."

These papers are thus accidentally brought together, and amongst a mass of similar evidence they testify, I think, to two important points:—First, that the new system, with all its short comings, does produce better fruit than the old; and, secondly, that whatever some persons may choose to assert, there is an amount of ignorance in the working classes (aye, and in the class a little above them also) which is almost incredible to those who have not looked well into the subject, and who have never ventured from the wide and beaten high road of life into the bye lanes and tortuous paths of rural existence. Who can believe that the parish officers who framed and signed the notice above can have an intelligent apprehension of the Church prayers, or are able to receive with profit the plainest sermons delivered "in a tongue" which ought to be "understood of the people?" Or, on the other hand, who would doubt that the writer of the very sensible pupil-teacher's letter is a young person whose heart and mind have both been strongly and beneficially influenced by her education at school, or that the school which furnishes such correspondents is doing a great and wholesome work for the country at large? *Oh! si sic omnes!* Yet it is even now no uncommon thing to hear it said that the modern elementary education tends to unfit the young for their work in life, to make them discontented with their position as workers, jealous of each other's success, and envious of those who are above them. That this is untrue of the majority, even in our present imperfect state of national education, it is hardly worth while to assert. But it may be well to remark that, whatever may have been the case in other times, the days of "contented ignorance" are gone for ever. You can never have, in a country such as England is now, a population ignorant at the same time and contented. You must choose between the two,—

knowledge, such as may show a man what he is and why he is, such as may teach him his duty to God, to his Sovereign, to his fellow-countrymen, to himself, and thus impress upon him practically that whatever be his condition in life, there is a great work to be done in it, and that it is a good and blessed condition for him,—or ignorance, which knowing and feeling nothing but bodily wants, has no thought beyond selfish gratification, and no appeal but to brute power, tastes nothing of repose but in the torpidity of the gorged serpent, and realizes nothing of contentment but in the listlessness and vacuity of swinish satiety.

There may be cases where “ignorance is bliss”—the bliss of the irrational brute; but in no case can ignorance be safety. It is true that knowledge also may be dangerous—a little of it is said to be “a dangerous thing;” but knowledge is always power, and very often safety, and when rightly directed is always for good and against evil. That this right direction may be given in elementary schools no faithful man can doubt. That it is even in their now unfavourable circumstances given to a considerable extent, and that if the school age of children could be increased and their school stay proportionately lengthened, it would be given almost as fully as we could desire seems undeniable. The great duty of the upper classes, therefore, at present seems to be, not to criticise too minutely the system of elementary education, and to lay bare its weak points, which is always an easy, yet to a healthy mind, an unpleasant task, but to supplement it where it is deficient; and to use the great influence which their position gives them, which their money gives them, and which their own good education gives them, in removing the two great practical evils (which I have mentioned), the only real hindrances to the sound instruction and the religious upbringing of the working classes.

Yorkshire
Friends of
education.

I cannot close this report on the state of education in Yorkshire during the last year without remarking the great loss which it has sustained in that period by the deaths of Lord Downe, the Earl of Harewood, and Earl Fitzwilliam. In a note to my last report I mentioned the extraordinary liberality of Lord Downe in building and endowing churches, parsonages, and schools, twenty-three in number, besides those erected and supported by other members of his family. The excellent school at Harewood, the church, parsonage, and handsome school at Weeton, and the improved educational resources of the village of Goldsbro', bear ample testimony to the desire of the late Lord Harewood and his family for the sound and intelligent education of the working classes; and to every one who knows anything of Yorkshire, the name of

the late Lord Fitzwilliam is equally known as the thoughtful and most liberal promoter of all educational means and appliances for the tenantry of his wide estates, and for the manufacturing and mining population employed on them. The schools of Wentworth and Elsecar, of Hoyland and Tankersley, of Park Gate, Swinton Kilnhurst, and Brampton, not only attest the extreme liberality with which his purse was always open to their wants, but the kind and intelligent interest which he took in their well-doing by personal supervision and examination of the children instructed in them. Such works as those which these three lamented noblemen have done in Yorkshire will long survive them, and make their memory dear to many a generation. They have begun a work which their successors may rejoice to carry onwards in their day, and leave in confidence to those who come after them to complete. If the working classes were only as much in earnest about the education of their children, and as ready to make some sacrifices for it, as the middle and higher classes in general are, we should not have to wait many years before the great work would be accomplished. That they are not ready to make such sacrifices, but, on the contrary, that very frequently they will sacrifice their own children for the sake of the wages which they are able to earn at a tender age, is but too evident. With every wish to make allowance for the difficulties of their position, and for the hard struggle for life which they have often to undergo, I cannot shut my eyes to the damnable evidence against them on this head. I append a statement (*Appendix G.*), furnished to me by Mr. Baker, the very zealous and most intelligent Assistant Inspector of Factories in this district, than whom no man in Yorkshire, has more knowledge of the working classes or more true sympathy with them. It is a return made at his request by the medical men in Leeds, Bradford, and Nottingham districts, as to the causes of refusals of the certifying surgeons to pass children and young people presented to them for examination under the Factory Act. From this it will be seen, that of 1,251 rejections, 786 were *too young*, i.e., more than one-half were attempted to be pushed into labour before their time, and evidently without due regard to their educational condition; nearly one-fourth were old enough, but *too little*, i.e., under-grown; one-twelfth were altogether *physically incapable*, yet they were presented by their parents! One was all but blind, 22 had serious diseases of the eye, 7 had itch, 10 scrofula, 4 phthisis, 6 scald head, 2 epilepsy, 4 small-pox, 3 iritis, and 3 hip disease—in all, 79 labouring under acute disease. Yet all were offered for work and urged to work by their parents or (so-called) friends. When to this we add the

fact, that, in Bradford and other places, where from the badness of trade, the children are unable to obtain work in the mills, and gratuitous education is offered to them at the schools, their parents do not accept the offer, but allow them and encourage them to remain idling at home or in the streets, it is difficult to absolve the working classes from the charge of indifference to their children's welfare, and of great carelessness, if not of absolute cruelty, in their treatment of them. It is ludicrous to talk of hurting their feelings by any provision which may be found requisite for the *compulsory education* of their children.

I have the honor to be, &c.

FREDERICK WATKINS.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. F. WATKINS, REV. A. R. GRANT, REV. W. W. HOWARD, AND REV. T. W. SHARPE.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools <i>actually inspected between 1 Sept. 1856 and 31 Aug. 1857.</i>	Number of Children								For whom <i>accommoda- tion is provided, at 8 square feet of superficial area per Child.</i>	Number of <i>Certificated Teachers.</i>	Number of <i>Pupil-Teachers.</i>
		Number of <i>School-rooms in which separate Teachers are employed.</i>				Present at <i>Examination.</i>		In Average <i>Attendance.</i>				
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	322	101	97	67	190	24,551	18,817	23,179	16,986	63,274	331	801
Simple Inspection	158	26	19	22	118	4,558	3,382	3,315	2,906	10,764	—	—

Per-centage of Children on School Registers

(1).—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	6'4	7'78	9'66	11'46	11'87	11'85	11'36	10'74	8'68	6'49	5'58	1'16
Simple Inspection	8'81	8'91	9'95	12'43	12'14	10'74	10'77	9'91	8'14	6'08	2'6	1'53

(2).—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	47'85	22'09	13'1	8'42	4'71	4'13
Simple Inspection	34'34	27'73	15'54	11'61	6'4	4'89

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 551 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Essentially, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scripture . . .	383	142	310	76	66	46	5	20
Catechism . . .	372	137	274	74	84	43	14	20
Reading . . .	384	144	304	88	88	43	4	3
Writing . . .	384	142	325	100	57	68	2	3
Arithmetic . . .	381	137	275	69	92	48	14	25
Geography . . .	375	110	245	36	118	53	14	21
Grammar . . .	333	79	178	24	149	32	26	23
History . . .	237	36	118	7	80	20	23	9
Music from Notes . .	47	3	40	3	5	—	2	—
Drawing . . .	32	2	26	3	7	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is								
	Excellent, Good, or Fair.	Moderate, Imperfect or Bad.	Excellent, Good, or Fair.	Moderate, Imperfect or Bad.	Excellent, Good, or Fair.	Moderate, Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately, Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate, Imperfect or Bad.	Excellent, Good, or Fair.	Moderate, Imperfect or Bad.	Excellent, Good, or Fair.	Moderate, Imperfect or Bad.							
Annual Grants .	400	48	2	426	22	—	402	39	6	380	7	1	399	48	5	415	81	3	372	16	8
Simple Inspection	132	33	3	136	26	1	96	51	19	103	20	3	96	45	22	108	53	7	25	4	4

SUMMARY d.

Income and Expenditure.

Schools visited on account of		Aggregate Annual Income, as stated by Managers, of 309 (Annual Grants) + 70 (Simple Inspections) = 379* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
		From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 1,406 10 2	£ s. d. 11,170 7 8	£ s. d. 15,508 10 6	£ s. d. 2,901 12 3	£ s. d. 81,041 0 2	£ s. d. 0 15 8½	
Simple Inspection	397 2 7	1,306 12 8	1,878 12 2	342 9 10	3,919 17 3	0 17 9½	

Schools visited on account of		Aggregate Annual Expenditure, as stated by Managers, of 309 (Annual Grants) + 70 (Simple Inspections) = 379* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
		Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 25,187 9 10	£ s. d. 2,206 18 5	£ s. d. 5,844 12 9	£ s. d. 33,239 2 0	£ s. d. 0 16 9½	30,577	
Simple Inspection	2,500 0 5	194 9 8	420 5 4	4,053 15 5	0 18 5	4,400	

* The number of schools inspected during the year was 400; but from 101 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY e.
Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary em- oluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 87 19 8½	£ s. d. 54 18 7	£ s. d. 62 17 8½	£ s. d. 34 2 11	£ s. d. 60 19 11½	£ s. d. 31 18 3½
	Simple Inspection	—	44 19 10½	—	30 1 8½	—	31 15 0
Number on which average is taken	Annual Grants .	227	46	90	43	13	43
	Simple Inspection	—	59	—	19	—	4
Number provided with house or rent-free	Annual Grants .	159	34	39	23	5	14
	Simple Inspection	—	25	—	10	—	3

SUMMARY f.
School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	293	49,967	19·2	87·23	17·14	5·11	1·33
Simple Inspection	66	4,853	26·19	40·94	15·64	6·88	8·37

APPENDIX B.

(TABLE No. 1.)

Employment of Time in Year 1856-7.

		Days.	Total Days.
Inspection	{ Elementary schools - - - -	134½	- 142
	{ Normal schools - - - -	7½	
Holding examinations	{ collective of pupil-teachers - -	15	- 27
	{ certificates of merit - - - -	9	
	{ registration - - - -	3	
Revising papers	{ of pupil-teachers - - - -	11½	- 29½
	{ of candidates for certificates of merit and registration - - - -	17½	
Travelling only	- - - - -	2½	- 2½
General report	- - - - -	19½	- 19½
Correspondence	- - - - -	27	- 63
Conferences	- - - - -	6	
Reporting	- - - - -	26	
Other employ	- - - - -	4	- 24
Vacation (including Christmas Day and Good Friday)	- - - - -	24	
Private business	- - - - -	2	
Illness	- - - - -	4	- 4
Sundays	- - - - -	52	- 52
			365

Number of papers revised—1,985.

Number of pupil-teachers and candidates examined—565 boys and 484 girls;
total, 1,049.

Number of assistant teachers—8 masters and 3 mistresses: total, 11.

Number of departments—213.

Number of children present—20,720.

(TABLE No. 2.)

Summary of Work in School Inspection.

	Boys.	Girls.	Infants.	Mixed.	Total.
Rev. F. Watkins - - -	49	45	35	83	212
Rev. W. W. Howard - -	30	28	13	83	154
Rev. A. E. Grant - - -	34	32	22	85	173
Rev. T. W. Sharpe - - -	14	11	19	57	101
Total - - -	127	116	89	308	640

(TABLE No. 3.)

Schools added to my List during the Year.

Askham Bryan.	Manston Colliery.
Barkisland.	Newby Hall (Skelton).
Brassington.	Newport.
Broughton.	Nunburnholme.
Birstwith.	Ossett (South).
Carleton (Skipton), Foundation.	Ouseburn, Great.
Coatham.	Riddlesden.
Deepcar.	Ripley (Burnt Yates).
Ecclesfield (Pismire Hill).	Ripley, Infants.
Farnley Iron Works.	Shipley, St. Paul's.
Garforth.	Skelton (York).
Greenhowe.	Wakefield (St. Mary's).
Hatfield Charity.	Whorlton.
Heslington.	

APPENDIX C.

MY DEAR SIR,

Croft Rectory, Darlington, 5 June 1857.

I HAVE been so much occupied for some time past with my visitation and other important business, that I have been really unable to attend to your request for the information respecting the Croft schools, which I now send you. I have been enabled to furnish the necessary statistics solely by the systematic diligence and accuracy of the master, Mr. Hobson, in recording them for his own satisfaction; and I may add, that it is to his untiring zeal and devotedness that the character of these schools is mainly owing. I cannot help expressing a very earnest wish and hope that his very great merits and long and valuable services will not much longer be left without some substantial token of approval from the Committee of Council. I think that if any man has ever thoroughly deserved to have his certificate raised, and a corresponding pecuniary benefit conferred on him, Mr. Hobson has done so. For thirteen years he has laboured unremittingly, in spite of many local disadvantages and much delicate health, in bringing the schools up to and keeping them at a point which you yourself have frequently declared to be an unusually high one for a village school to reach; and I am sure that there cannot be a wiser policy on the part of those who wish to advance the cause of national education than to take care that it is clearly seen that such merits do not pass unnoticed and unrewarded; nor, on the other hand, can there be a worse policy than that of being slow and grudging in such acknowledgments.

If I can add anything to the document which I have sent you, I shall have great pleasure in doing so, if you will only let me know what you require.

Ever yours sincerely,

The Rev. F. Watkins.

(Signed) C. DODGSON.

310 Church of England Schools inspected in Yorkshire.

CROFT NATIONAL SCHOOLS.

Numbers of the Scholars.

On the Books.			Parishioners.	Non-Parishioners.	Total.
Boys	-	-	46	33	79
Girls	-	-	34	42	76
Total			80	75	155

The population of the parish, according to the last census, is 750; so that the number of resident parishioners at present educated in these schools is 10·66 per cent. This proportion, however, does not represent the whole number of children in the parish under education. One of the townships of the parish is so inconveniently situated, as respects both distance and access, in relation to the Croft schools, that several of the younger children there residing are sent to schools in the parish immediately adjacent. And in another township there has long been a school supported by Dissenters, to which many children even of professed Church people have, from the mere convenience of distance, been sent. This school, however, has within the last three months been given up, and the rector has secured the premises for the purpose of an infant school, in connexion with the National schools at Croft. The numbers, therefore, of resident parishioners educated by the Church will now be augmented not only by those of the new infant school, but by those of the elder children, who will now be transferred from the Dissenting to the National school.

Classification of Children according to the Occupations of Parents.

			Farmers.	Artizans.	Labourers.	Total.
Boys	-	-	20	27	30	77
Girls	-	-	12	27	37	76
Total			32	54	67	153

The proportions being nearly as follows :—

Farmers 21, Artizans 35, Labourers 44 per cent.

Rate of Payment.

The rate is uniform for all classes of children, but varies according to the number of children in each family who are in the school at the same time, viz. :—

For one child, 2d.; for two children, 3d.; for three or any greater number, 4d. a week.

Classification of Children according to Age.

Numbers taken at the Inspection, March 1857.			Boys.	Girls.	Total.
Above 15 years	-	-	4	2	6
Between 14 and 15 years	-	-	3	1	4
" 13 " 14 "	-	-	3	8	11
" 12 " 13 "	-	-	3	8	11
" 11 " 12 "	-	-	10	9	19
" 10 " 11 "	-	-	10	9	19
" 9 " 10 "	-	-	8	5	13
" 8 " 9 "	-	-	9	8	17
" 7 " 8 "	-	-	4	7	11
" 6 " 7 "	-	-	8	9	17
" 5 " 6 "	-	-	8	7	15
" 4 " 5 "	-	-	9	3	12

From whence come the following proportions nearly :—

Under 6 years	-	-	-	-	17.4
From 6 to 10 years	-	-	-	-	37.4
„ 10 to 14 „	-	-	-	-	38.7
Above 14 years	-	-	-	-	6.5
					<hr/> 100.0 <hr/>

Children are not admitted at an earlier age than four. The children of farmers and artisans (who usually remain in the same locality for a longer period than labourers) seldom leave the school till they are between thirteen and fourteen years of age; and there are generally a few in the school whose ages exceed fourteen. The children of labourers rarely continue in the school longer than three years, many not longer than one year. The parents are usually engaged by the year, and often leave the neighbourhood at the expiration of that time. Of such children we seldom hear anything afterwards.

The Positions and Occupations of Children after leaving School.

It is impossible to keep any regular record of these, as respects children who continue for very short periods in the school, and are then removed to distant localities. The following is a list of twenty boys and twenty girls who have the most recently left the school. It has not been thought necessary to give the names at length. They had all been for some time in the first class.

Boys.

Name.	Occupation of Parent.	Line of Business after leaving School.
J. P.	Labourer	Railway clerk.
E. N.	Farmer	Farmer.
T. L.	Farmer	Painter.
H. H.	Gamekeeper	Draper.
P. D.	Blacksmith	Attorney's clerk.
W. H.	Labourer	Carpenter.
R. O.	Miller	Chemist.
G. H.	Groom	Shoemaker.
R. H.	Basketmaker	Pupil-teacher in Darlington.
E. A.	Farmer	Clerk in engineer's office.
T. A.	Farmer	Farmer.
J. S.	Labourer	Chemist.
W. S.	Shoemaker	Railway clerk.
T. S.	Shoemaker	Draper.
F. C.	Brickmaker	Machine-smith.
A. C.	Brickmaker	Draper.
F. M.	Labourer	Wheelwright.
T. B.	Labourer	Pupil-teacher in Darlington.
R. F.	Groom	Farmer.
W. H.	Labourer	Pupil-teacher in Croft School.

It will be observed that the lines of life into which these boys have passed are, without exception, of high respectability—at least ten of them really requiring something of mind and education—and that the sons of labourers, six in number, are fully equal to the average standard of the rest in all these respects. When the elder children leave school, they are always made to understand that their future progress, where it is possible, will be inquired into and regarded with interest by all those who have been concerned with the management and teaching of the schools. They are encouraged to write to the master, and to call upon him whenever an opportunity may offer, and to acquaint him with any favourable change in their circumstances of life, or with any interesting event in their career. In this way a connexion is in many cases kept up with their place of education.

Girls.

Name.	Age.	Occupation after leaving School.
M. A. S. - -	15	Dressmaker.
J. H. - -	13	Service in a gentleman's family.
A. W. - -	14	Dressmaker.
S. C. - -	15	Service in a clergyman's family.
S. H. - -	—	Service.
S. E. - -	13	Ditto.
E. J. B. - -	12	Left with her parents; is now a pupil-teacher in Darlington.
J. A. W. - -	13	Service.
M. B. - -	15	Service in a gentleman's family.
C. H. - -	13	Service in the Bishop of Durham's family.
M. H. - -	15	Service in a clergyman's family.
J. W. - -	15	Dressmaker.
M. L. - -	14	At home.
A. H. - -	12	With her grandmother.
S. F. - -	10	Went to America with her parents.
J. W. - -	12	Left with her parents.
J. E. - -	10	Ditto ditto.
E. H. - -	10	Ditto ditto.
E. J. B. - -	12	Ditto ditto.
J. H. - -	11	Ditto ditto.

The following particulars may throw some light on the estimation in which these schools have been and are still held in the neighbourhood.

The schools were built to hold respectively fifty boys and fifty girls, on a calculation of about eight square feet for each child. At first they were found amply large enough for the admission of all applicants, whether parishioners or non-parishioners; but after two years it was found necessary to make very stringent rules with respect to the admission of the latter, which was confined to a single district on the borders of the parish. Cases then occurred of parents sending children to lodge, at some inconvenience and expense, within the boundaries of the parish, in order to obtain for them the privilege of coming to the school. Another rule having been made, allowing children belonging to the school to continue to attend it after leaving the parish, if living within walking distance, several children are now coming daily from a distance of four miles, and two or three from a distance of five miles from the school.

APPENDIX D.

MY DEAR SIR,

Kirkby Malzeard, 16 January 1858.

FROM the particulars on the other side you will be able to judge as to improved attendance thus far. I am disposed to think that the parents highly approve of the plan, because they all speak favourably of it. Even those who were disappointed did not complain, and the increase in scholars and the good attendance thus far since Christmas augurs well. I must, however, add that owing to your remarks, I persuaded Mr. Parkinson to give up his claim upon the Government capitation grant, if it should reach beyond the amount he has received before, and explained to the children that those who earned the grant would have the residue divided amongst them, and this may be a great additional stimulus to better attendance; it is understood that Lord Goderich's prizes are the best, and the successful ones do not also claim the capitation grant. Notwithstanding the continuation of the other school, and the extra exertion the master makes to obtain scholars, the increase in our number is considerable.

The first-class girls did not deserve a prize, and we have suggested that for the future no prize be given if the attendance as to the current year be under 100.

In order that Lord Goderich may have the chance of being present next time, the prizes will be given about the same period as the day of inspection.* The parents of the girl who obtained the first prize in first class are in good circumstances, and were so pleased that they are sending her, an only spoilt child, to school now,—they usually keep her at home in the winter.

I am, &c.
(Signed) THOS. C. WILSON.

KIRKBY MALZEARD SCHOOL.

Lord Goderich's Prize-Scheme for best Attendance.

TOTAL NUMBER of SCHOOL DAYS from the time when the Scheme was made known to Christmas (152).

Boys.					Girls.				
1st Class.					1st Class.				
1st and 2nd equal	-	-	-	Days.	1st	-	-	-	Days.
3rd	-	-	-	142½	2nd	-	-	-	102½
				126	3rd	-	-	-	85
									80
2nd Class.					2nd Class.				
1st	-	-	-	151½	1st	-	-	-	133½
2nd	-	-	-	150½	2nd	-	-	-	117
3rd	-	-	-	145½	3rd	-	-	-	113
4th	-	-	-	125	(Sick last three weeks.)				
5th	-	-	-	121					
3rd Class.					3rd Class.				
1st	-	-	-	140½	1st	-	-	-	139½
2nd	-	-	-	139	2nd	-	-	-	117½
3rd	-	-	-	132					
4th	-	-	-	130½					
5th	-	-	-	115					
4th Class.					4th Class.				
1st	-	-	-	143	1st	-	-	-	136
2nd	-	-	-	142					
3rd	-	-	-	122½					
4th	-	-	-	118					

APPENDIX E.

MY CHRISTIAN BRETHREN,

Dringhouses, 14 June 1856.

THE Lords of the Committee on Education of Her Majesty's most Honorable Privy Council being desirous to afford every encouragement and assistance to voluntary efforts in the work of Christian education, have, amongst other excellent arrangements, resolved to offer a premium or gratuity to the managers of schools at the rate of 6s. for every boy, and 5s. for every girl, who has attended on the average four days per week during forty-eight weeks, or 192 days in the year, on certain conditions, which I need not here specify.

* The days will be reckoned up to the 1st of October 1856

I am desirous, therefore, to impress upon parents, guardians, and friends of scholars attending St. Edward's school the advantage which results to the school in a pecuniary aspect by the regular attendance of the children throughout the year, and to request their co-operation.

I have examined the school registers for the past year, and find that many scholars have been frequently kept at home by idle excuses, and that thus the bounty to which otherwise the school would have been entitled has been lost. Out of ninety-four scholars only twenty-seven have been sufficiently regular to warrant their names being submitted to the notice of their Lordships. Of these, two have been rejected as being free scholars, and two as having paid too little. These deductions result from the operation of the rule of the school, whereby the third child in each family attending school is admitted free. In order to ensure more constant attendance of the scholars I propose (D.V.) on the 1st of April 1857, to raise the weekly payments of those scholars *one penny* who by their irregularity during this year shall have then forfeited the capitation grant, and to act upon the same rule in future. It is only reasonable if Government are willing to pay when the scholars are regular in their attendance, that parents should make good the deficiency to the school which is occasioned by their own lukewarmness and neglect. Under the present working of the system the manager has done so, and thereby encourages parents in their carelessness.

I may further add that the Queen has graciously condescended to award a certificate of good conduct, on the recommendation of the clergyman of the parish and the schoolmaster, to such scholars as have remained at school until twelve years of age, and have attended regularly the three previous years. The value of this certificate will be found to be great, especially when the scholar leaves home for some useful and profitable employment.

Believe me, &c.

(Signed) GILBERT H. PHILIPS.

N.B.—The cost per child is 24s.; the highest amount of payment any child has made is 7s. 6d.

APPENDIX F.

REPORT of the WEST YORKSHIRE NORTHERN ASSOCIATION, for awarding Prizes to the Children of Persons employed in Coal and Ironstone Mines, for the Year 1857.

THE annual public meeting of this association was held in the Assembly Rooms, Leeds, on Monday the 12th October 1857, for the purpose of distributing the prizes to the successful competitors.

The association was formed at the end of last year, with a view, by the influence of a system of money prizes and cards of merit, to induce parents to keep their children more regularly at school previous to going to work; and the children themselves, after leaving the day-school, to keep up and increase their knowledge by attending the evening school, and employing their leisure time in useful study. This being the first year, the number of competitors, as might be expected, was only small, arising partly from ignorance, on the part of those interested, of what was expected from the candidates, and partly from diffidence and want of confidence in their attainments, causes which it is hoped will not operate on a future occasion.

In the absence of the Lord Bishop of Ripon, who was unavoidably prevented attending, but who has kindly consented to be the president of the

association, Charles Hardy, Esq., of the Low Moor Ironworks, presided, and presented the prize cards, with an appropriate address, to each of the successful candidates, the different amounts having been placed in the savings' bank in the name of each recipient, according to the rules of the association.

The examinations of the candidates was held by the Rev. F. Watkins, Her Majesty's Inspector of Schools, on Friday the 2nd October, on which occasion twenty-seven children offered themselves, viz.:—Eighteen for Class A. 1; one for Class A. 2; five for Class B.; and three for Class C.; and the prizes were awarded by the examiner in the following manner:—

	£	s.	d.
CLASS C.—George Fryer, Templenewsam school	-	-	5 0 0
CLASS B.—Benjamin Fryer, Templenewsam school	-	-	3 0 0
CLASS A. 2.—Mark Beanland, Bierley school	-	-	2 0 0
CLASS A. 1.:—			
1. Charles Backhouse, East Garforth school	-	1	0 0
2. Joseph Goodall, East Garforth school	-	1	0 0
3. John M'Mellan, Templenewsam school	-	1	0 0
4. Henry Goodall, Templenewsam school	-	1	0 0
5. Samuel Phillips, Middleton school	-	1	0 0
6. Eli Wilson, Seacroft school	-	1	0 0
7. Nehemiah Backhouse, East Garforth school	-	1	0 0
8. J. Thompson, Seacroft school	-	1	0 0
9. Ruth Lewis, Middleton school	-	1	0 0
10. Joseph Mosby, East Garforth school	-	1	0 0
	£	20	0 0

To Joseph Woodhead a card of merit was awarded.

To Catherine Hawkhead a card of merit was awarded.

The interest that has been excited by this first experiment would lead to the expectation that on the next occasion there will be a very great increase in the number of candidates, and that, consequently, a greater number of prizes will be required; but as the improvement in the education of the persons employed must be of the greatest benefit to the employer, it is hoped that ample subscriptions will be forthcoming to meet any demands that may be made upon its funds, and place the association in such a position as shall enable it to carry out to the fullest extent the objects contemplated by its promoters.

BALANCE SHEET.

	£	s.	d.		£	s.	d.
To amount of subscriptions	-	106	10 0	By amount invested in savings'			
„ amount of donations	-	22	7 0	bank for prizes	-	20	0 0
				„ printing and stationery	-	15	2 6
				„ cards engraving, &c.	-	13	7 6
				„ advertising, &c.	-	9	19 0
				„ rent of rooms for examination of candidates, &c.	-	8	17 6
				„ refreshment for candidates	-	6	18 6
				„ desk and joiners' wages	-	2	7 6
				„ postages	-	2	13 6
				„ balance in treasurer's hands	-	40	11 0
	£	128	17 0		£	128	17 0

APPENDIX G.

CONDENSED ANALYSIS of REFUSALS by CERTIFYING SURGEONS to pass youths and children examined by them under the Factory Act, in Leeds, Bradford, and Nottingham Districts.

Too young	-	-	-	786	Brought forward	-	-	1,229
Too little	-	-	-	291	Fever	-	-	2
Physical incapacity	-	-	-	92	Diarrhoea	-	-	1
Itch	-	-	-	7	Small-pox	-	-	4
Disease of the eye	-	-	-	22	Abscesses	-	-	2
Struma	-	-	-	10	Iritis	-	-	3
Phthisis	-	-	-	4	Amaurosis	-	-	1
Tænia capitis	-	-	-	6	Purpura	-	-	1
Disease of the heart	-	-	-	1	Filthy condition	-	-	3
Scarlet fever	-	-	-	1	Jaundice	-	-	1
Epileptic fits	-	-	-	2	Spinal disease	-	-	3
Hysterical fits	-	-	-	2	Hip disease	-	-	1
Skin disease	-	-	-	5				
Carried forward	-	-	-	1,229	Total	-	-	1,251

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. E. DOUGLAS TINLING, M.A., &c., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of SOMERSET, DORSET, DEVON, and CORNWALL.

MY LORDS,

Bath, January 1858,

I BEG leave to lay before your Lordships my report on the schools in the South-western district for the year 1857.

EMPLOYMENT OF TIME.

Number of Days

	Inspecting Schools.		Examining Candidates.			Revising Papers.		Journeys.	General Report.	Correspondence and Conference.	Vacation and private business.	Illness.	Sundays and two Public Holidays.	Total.
	Elementary.	Normal.	Pupil-teachers.	Certificate.	Registration.	Pupil-teachers.	Teachers.							
Rev. E. D. Tinling	127	9	19	10	3	11	13	8	24	52	33	2	54	365
Rev. E. P. Arnold	176	-	9	9	-	9	16	6	-	52	34	-	54	365

Having been unable, with the aid of the Rev. Edward Arnold, Her Majesty's Assistant Inspector, to visit more than two-thirds of the schools under my inspection, I was obliged (as your Lordships are aware) to apply for additional assistance, in the autumn of last year; and I have to thank your Lordships for so readily acceding to my request, and for appointing a second assistant in this district, the Rev. W. W. Howard. I trust that, by this additional help, I may be enabled in my next report to lay before your Lordships an account of the whole body of schools under Government inspection in my district.

With regard to the state of education in this district, there has been a steady onward movement, both in the additional number of schools placed under inspection (thirty having been added to my list in 1857), and also in the moral and intellectual condition of those previously under my care (forty schools, during the past year, having risen to the standard of efficiency required for your Lordships' annual grants). I am fully aware that a large body of inefficient schools still remains, but their number is gradually diminishing; and it is encouraging to observe that, whilst year by year a large number of schools are being raised to a state of efficiency, they are seldom allowed to relapse to their former imperfect condition. It is also satisfactory to find, in those parishes in which the education of the poor has not up to this time been sufficiently

Present state of district.

considered, that, upon the appointment of a new incumbent, his first work generally speaking is to endeavour to establish a good school for the education of the children of the poor.

I now propose to call your Lordships' attention to several points in detail connected with the present state of education in this district, under the heads enumerated in the Summaries appended to my report.

School-pre-
mises.

First, as regards school-premises, the returns given in the summary marked *c.* are most encouraging, as they show the progress which has been made during the past year in connexion with the school-buildings throughout the district.

SCHOOL-PREMISES.

Year.	Number of Premises.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
1856	437	373	34	21
1857	465	431	31	13

The school-buildings are in fact of a very superior order, good in architectural design, and well adapted for the work for which they have been erected.

School fur-
niture.

As regards furniture, the interior arrangement of the schools throughout the district is improved; and even in the best schools, where a great deal had previously been done, the "fitting up" is of a more useful and practical character.

SCHOOL FURNITURE.

Year.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
1856	In 331 Schools.	In 30 Schools.	In 8 Schools.
1857	In 425 Schools.	In 29 Schools.	In 6 Schools.

School-
books.

A fair supply of books is now usually to be found in our poor schools, though more might be done with advantage for the younger classes, where the wear and tear of books is necessarily greater than with the elder children.

BOOKS.

Year.	Schools Excellently, Well, or Fairly Supplied.	Schools Moderately Supplied.	Schools Imperfectly or Badly Supplied.
1856	317	70	31
1857	358	72	24

Whilst upon the subject of books, I would endeavour to impress upon school managers and teachers the necessity of making use of such books only as are suited to the capacity of their pupils; for I have often found a class of children engaged

in a reading lesson from a book out of which they were unable to read a single line without spelling almost every word as it occurred.

More time and attention are now paid to the registering of Registers. the children's attendance, and the registers in most instances are kept with great accuracy and precision.

REGISTERS.

Year.	Excellent, Good, or Fair Registers.	Moderate Registers.	Imperfect or Bad Registers.
1856	308	33	23
1857	354	41	15

The apparatus for schools is now far more extensive, useful, and practical than it was formerly; though I regret to say that there are still many schools without any good boxes of letters and letter-stands, for the instruction and amusement of the very little children. School apparatus.

APPARATUS.

Year.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
1856	837	61	10
1857	885	54	81

I find there has not been the same steady advancement in the discipline of the schools inspected. Discipline.

DISCIPLINE.

Year.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
1856	352	46	23
1857	371	63	20

This I attribute to the great increase of younger children in our schools. During the past year, the number in attendance has been much greater, whilst the age has remained nearly the same (only eight per cent. on an average being over twelve years); and this increase of numbers of an almost similar age, equally ignorant and equally unused to school discipline, has proved in many instances a serious obstacle to the teachers in obtaining that amount of authority and moral discipline, which is so essential for the success of a school.

During the past year pupil-teachers have been sanctioned in twenty-six schools for the first time; viz., in—

Fitness for training apprentices.

Somerset. Dorset. Devon. Cornwall.

$$\overline{13} + \overline{6} + \overline{7} + \overline{0} = 26.$$

320 *Schools in Somerset, Dorset, Devon, and Cornwall.*

Income and expenditure. The cost per child for education during the past year has slightly lessened.

Year.	Average Income per Scholar in Attendance.	Average Expenditure per Scholar in Attendance.
1856	<i>s. d.</i> 16 8	<i>s. d.</i> 17 11
1857	15 3½	16 3

Teachers' salaries.

Whilst the salaries of the teachers have undergone the following changes; the average being in—

1856.	1857.	—
<i>£ s. d.</i> 78 16 1 56 2 7½ 53 8 0	<i>£ s. d.</i> 80 5 0 55 18 3 61 0 0	For Certificated Masters. " " Mistresses. " " Infant Mistresses.
<i>£ s. d.</i> 44 3 7½ 27 13 5 23 6 0	<i>£ s. d.</i> 42 9 0 26 5 0 20 16 0	For Uncertificated Masters. " " Mistresses. " " Infant Mistresses.

The value of a certificate to a teacher is very evident, the salary being thereby almost doubled, and the school benefited in proportion. From the per-centages given in Summary *a.* appended to this report, it will be seen that, however young the children in our schools may be, yet the averages of age are considerably lower in the schools in which the teachers are *uncertificated* than in those schools where certificated or registered teachers are employed.

School fees. The payment of school fees gradually increases, and I rejoice to think that the self-paying principle is becoming year by year more firmly established.

INCOME FROM SCHOOL FEES.

1856.	1857.
£5,771 4 4½ collected in 265 schools, making an average on each school of 21l. 8s.	£7,158 3 2 collected in 300 schools, making an average on each school of 23l. 17s. 2d.

Numbers in attendance on school.

Whilst many additional school buildings are in the course of erection, and almost every parish is endeavouring to provide a school-room for its own poor, the number of children in attendance in the existing schools still increases.

Year.	Number of Schools.	Total Number of Children in Attendance.	Average Number in each School.
1856	247	31,194	123
1857	272	36,147	132

The number of teachers holding certificates of merit, and of pupil-teachers already apprenticed, steadily increases throughout the district.

Certificated teachers and apprenticed pupil-teachers.

Counties.	Certificated Teachers.		Pupil-Teachers.	
	1856.	1857.	1856.	1857.
Somerset	67	80	157	193
Dorset	41	55	98	102
Devon	58	83	146	102
Cornwall	38	42	78	79
Total	204	230	470	560

The number of registered teachers is twenty, and the number of assistant teachers eight.

Registered teachers. Assistant teachers. Age of children.

The ages of the children in attendance are rather lower, on the whole, than they were in 1856.

Per-centage of Children on School Registers, Aged

Year.	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1856	7.63	8.45	9.55	11.88	12.063	12.45	11.77	9.8	6.89	4.55	2.58	1.77
1857	8.34	8.49	9.92	12.12	13.25	11.65	11.49	9.38	6.00	4.46	2.44	1.40

On this subject much discussion has been elicited during the past year, and indeed it is a subject deserving the deepest consideration, as it affects vitally the education of the children of the poor throughout the length and breadth of the land. It appears to me to be a question to be pressed upon the attention of the parents, and of the great employers of child-labour, whose advice, if it could be obtained, would be of the greatest value, and whose co-operation is absolutely essential for the success of any scheme by which the children might be retained for a longer period, and to a more advanced age, under school discipline and instruction.

The continuance at school for the period of one and two years has improved slightly, as is evidenced both by the following summary and by the table of capitation grants made in the years 1856 and 1857; but the same summary shows that, after the period of two years, the numbers in attendance diminish.

Continuance of children at school.

Per-centage of CHILDREN who have been in School

Year.	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
1856	30.54	22.13	15.66	10.38	6.95	5.34
1857	40.67	23.06	16.94	9.22	5.74	4.36

CAPITATION GRANTS.

Year.	Total Number of Schools in which Capitation Grants were made.	Somerset.	Dorset.	Devon.	Cornwall.
1856	160	49	41	30	40
1857	204	64	44	60	36

Year.	Capitation Grants made on Attendance of 176 + 16 Days.	Somerset.	Dorset.	Devon.	Cornwall.
1856	£ s. d. 1,508 12 0	£ s. d. 510 18 0	£ s. d. 382 0 0	£ s. d. 252 13 0	£ s. d. 363 1 0
1857	3,385 8 0	839 4 0	429 16 0	606 5 0	420 7 0

Character of instruction.

The instruction is decidedly improved, both in extent and character, excepting in arithmetic; and I regret to observe that, in this most essential branch of school instruction, the summary *b.* gives the following result:—

	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
	In 185 schools.	In 98 schools.	In 123 schools.

The two chief causes of this failure have been—

1. The children are put forward into the higher rules before they really understand the principles of the four simple rules, or have had sufficient practice in working them.

2. The teachers in many instances set their sums, day by day, in one continuous and similar manner, writing them on the black-board, and stating the rule by which they are to be worked; so that, when the easiest sums are set by dictation, or in a manner different to that to which the children have been accustomed, they fail, from never having been properly grounded. Having called the attention of the teachers and the school managers to this defect in arithmetic, whensoever it occurred, I trust that I may be enabled to show a better result next year.

Supply of certificated teachers.

The supply of certificated teachers in this district has not been in any way equal to the demand. There has been and still is a very great difficulty in procuring certificated teachers, although we have now fifty-five more teachers certificated than at this time last year. Places could have been found for double that number if teachers could have been procured; and this deficiency has tended to keep back a certain number of schools from attaining to that standard which your Lordships' Minutes require, so as to enable the schools to partake of annual grants.

Supply of pupil-teachers and candidates.

I have found no difficulty in the supply of candidates for apprenticeship. In almost every locality where a collective

examination has been held, there have been many candidates competing for the vacancies likely to occur, and several candidates anxious to obtain situations in other localities. The following table will show the number of pupil-teachers and candidates examined by me *in person* during the past year, together with the places at which the examinations were held in the several counties. Mr. Edward Arnold held a few smaller examinations; and several pupil-teachers and candidates were examined also, on the day of inspection, in outlying districts.

SOMERSET.		DORSET.		DEVON.		CORNWALL.	
Bath	84	Bradford	23	Barnstaple	29	Penzance	15
Bedminster	33	Malden Newton	8	Exeter	69	Truro	76
Bridgwater	11	Stalbridge	5	Plymouth	76		
Clevedon	9	Shaftesbury	9	Torquay	42		
Taunton	32	Sherborne	13	Tavistock	24		
Yeovil	10	Weymouth	33				
Wells	7	Wareham	36				
	186		127		240		90

The unceasing change of teachers has been very injurious to the schools, to the apprenticed pupil-teachers, and to the teachers themselves. Many young persons, fresh from their training institutions, enter upon the duties of school-life and housekeeping without sufficiently realizing the difficulties which every new sphere of life brings with it; hence they speedily lose heart, become dissatisfied, and, instead of meeting those trials as a part of their daily life, they seek by change to escape from them, forgetful of that true wisdom which

Change of teachers.

“ Makes us rather bear those ills we have,
Than fly to others which we know not of.”

In short, they think more of themselves than of the work in which they have engaged; whereas, if they looked upon their school duties as a mission to their fellow men, as well as a profession for their own personal happiness and advancement, they would see the real gain of mastering difficulties as they arise, and making them a part of that cross which it is their duty to bear with patience.

I am anxious to call the attention of school managers and teachers to a few alterations which have been made during the past year in the “broad sheet.” It was felt by many persons, besides Her Majesty’s Inspectors of schools, that on certain subjects, for example, grammar and geography, there was a vagueness in the “broad sheet” which made it difficult for the pupil-teachers to ascertain the exact portion of the subjects upon which they were to prepare themselves for examination in the different years of their apprenticeship. It will be

New broad sheet.

seen from the new "broad sheet" that the work for the separate years has been far more clearly defined. The religious knowledge remains as in former years, and likewise the reading. The examination in drawing is now principally carried on by the Department of Science and Art, under your Lordships. It was also found by Her Majesty's Inspectors that, as arithmetic was not entered upon the "broad sheet" for the 3rd, 4th, and 5th years (*male*), it was put aside by many of the apprentices, and, when they were examined as candidates for Queen's scholarships, their knowledge of it was very deficient. That excuse is now removed, as arithmetic stands for each year from the election to the fifth year inclusive, and will always form a portion of each examination.

Scheme for examination upon religious knowledge.

At the request of the school teachers, in my report for 1853, I published a scheme showing the particular portions of Holy Scripture and the Book of Common Prayer out of which the examinations for the different years of apprenticeship would be taken. I have seen no cause to alter this scheme, and therefore take this opportunity of stating that the following will continue to guide me in setting the examination papers, until further notice be given to the contrary:—

Candidates for admission to repeat the Church catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture history.

END of FIRST YEAR.

The Bible, Old Test.—Until the death of Moses.

„ *New Test.*—Leading points of one Gospel (say St. Matthew).

The Prayer Book.—General idea of Morning and Evening Service. Text of Church Catechism (as before), with Scriptural proofs of Creed, and accurate knowledge of Lord's Prayer.

END of SECOND YEAR.

The Bible, Old Test.—Until the death of Samuel.

„ *New Test.*—Fair knowledge of one Gospel (say St. Matthew.)

The Prayer Book.—Morning and Evening Service, with Litany and Communion Service. Text of Church Catechism with Creed and Lord's Prayer (as before), and Ten Commandments as explained in the duty towards God and our neighbour.

END of THIRD YEAR.

The Bible, Old Test.—Until revolt of Ten Tribes.

„ *New Test.*—One Gospel (say St. Matthew), with miracles and parables of our Blessed Saviour.

The Prayer Book.—General idea of the Book of Common Prayer. Catechism as before, with Scripture proof for Sacraments.

END of FOURTH YEAR.

The Bible, Old Test.—Until captivity of Two Tribes.

„ *New Test.*—One Gospel accurately, others generally, with some idea of their harmony.

The Prayer Book.—Book of Common Prayer, with Scripture proof for Church Catechism.

END of FIFTH YEAR.

The Bible, Old Test.—Until Malachi, inclusive.

„ *New Test.*—Harmony of Gospel, with the Acts of the Apostles.

The Prayer Book.—Book of Common Prayer.

Much real good is effected by night schools, and their number is increasing greatly in every part of the district. Only two of these schools are officially inspected by me.

The reformatory schools of Bath and Brampford's Wood, Exeter have been placed under Her Majesty's Inspector of Parochial Union schools, during the past year. I have, therefore, no special report to make upon them.

The Exeter Training College for male students, and the Salisbury Institution for females, are both full, and both are giving satisfaction to their committees of management, to the managers of schools, and, I believe, to the students themselves. During the past year it has been decided to build a college at Truro for females; and an examination was held in Truro for the first time, at Christmas, for candidates for certificates and for Queen's scholarship.

I append an alphabetical list of the schools to which certificated or registered teachers have been appointed, and in which pupil-teachers have been apprenticed; with the number of children present in each school on the day of inspection.

ALPHABETICAL LIST of SCHOOLS to which CERTIFICATED or REGISTERED TEACHERS have been appointed, and in which APPRENTICES have been sanctioned.

. B, signifies Boys' school; G, Girls'; I, Infants'; M, a Mixed school.

NAME OF SCHOOL.	Number of Children present on day of Inspection.	Description of School.	Apprentices.			Certificated and Registered Teachers, and Assistant Teachers.
			Male.	Female.	Total.	
SOMERSETSHIRE.						
Burnham	45	- - - M	-	-	-	Master certificated.
Bishop's Hall . . .	49	- - - M	-	1	1	Mistress certificated.
Bruton	126	- - - M	-	3	3	Mistress certificated.
Butleigh	110	- - I M	2	1	3	Master certificated.
Breckington	62	- - - M	-	1	1	Mistress certificated.
Bedminster	461	B G - -	4	5	9	Mistress certificated.
Bath, Weymouth House	277	B G - -	5	4	9	Master and mistress certificated.
" Abbey and St. James'	256	- - I -	-	4	4	Mistress certificated.
" Walcot, Guinea Lane	488	B G I -	5	6	11	Master registered and mistress certificated.
" Bathwick	79	B G - -	-	-	-	
" Lyncombe, St. Mark's	381	B G I -	3	6	9	Master registered and mistress certificated.
" Widcombe, Parochial	203	B G - -	2	2	4	Master and mistress certificated.
" Beacon Hill . . .	136	- - I -	-	2	2	Mistress certificated.
" Octagon Chapel . .	77	- - I M	1	1	2	Master registered.
" St. Saviour's . . .	60	- G - -	-	1	1	Mistress certificated.
" St. Saviour's . . .	153	B G - -	2	2	4	Master and mistress certificated.
" Trinity	194	B G - -	2	2	4	Master certificated and mistress registered.
" Weston	270	B G I -	2	2	4	Master and mistress certificated.
Bridgwater, Dr. Morgan's	187	B - - -	3	-	3	Master certificated.
Castle Carey	87	B G - -	-	-	-	Master certificated.
Chew Magna	67	- - - M	1	-	1	Master registered.
Combe, St. Nicholas'	107	- - I M	1	-	1	Master certificated.
Clevedon	118	B G - -	1	1	2	Master and mistress certificated.

Alphabetical List of Schools—continued.

NAME OF SCHOOL.	Number of Children present on day of Inspection.	Description of School.	Apprentices.			Certificated and Registered Teachers, and Assistant Teachers.
			Male.	Female.	Total.	
Combe Down	65	- - - -	1	-	1	Master certificated.
Chantry	-	- - - M	-	1	1	Mistress certificated and assistant teacher.
Cannington	127	- - - M	-	3	3	Master certificated.
Crewkerne	124	B G - -	2	1	3	Master and mistress certificated.
Evercreech	197	B G - -	1	3	4	Master and mistress certificated and one assistant teacher.
Frome Selwood	67	B - - -	-	-	-	Master certificated.
Freshford	76	- - - M	-	2	2	Mistress certificated.
Glastonbury	82	B - - -	2	-	2	Master certificated.
Keynsham	50	- G - -	-	1	1	Mistress certificated.
Keynsham	113	B G - -	1	1	2	Master and mistress certificated.
Kington Magna	69	- - - M	-	-	-	Master registered.
Middlezoy	47	- - - M	-	-	-	Master registered.
Milverton	219	- - I M	2	4	6	Master and mistress certificated.
Mells	125	B G - -	-	2	2	Master and mistress certificated.
Martock	125	B G - -	2	-	2	Master certificated.
Midsomer Norton	133	B G - -	2	-	2	Master registered.
Montacute	102	- - - M	2	1	3	Master certificated.
Milborne Port	106	B G - -	1	-	1	Master certificated.
Merriot	52	- - - M	1	1	2	Master certificated.
Mark	68	- - - M	-	1	1	Master registered.
Nailsea, Parochial	74	- - I M	-	-	-	Master certificated.
Christ's Church	86	- - I M	-	-	-	Master registered.
Nether Stowey	105	- - - M	2	-	2	Master certificated.
North Petherton	210	- - - M	3	-	3	Master certificated and one assistant teacher.
Nettlecombe (Yar)	50	- - - M	1	-	1	Master certificated.
North Curry	134	- - - M	2	-	2	Master certificated.
Old Cleave	53	- - - M	1	-	1	-
Paulton	162	B G - -	1	1	2	Master and mistress certificated.
Publow, Pyne's	78	- - - M	1	-	1	-
Portishead	72	- - - M	-	1	1	Mistress certificated.
Radstock	77	- - - M	3	-	3	Master certificated.
Redcliff, St. Mary's	367	B G - -	5	3	8	Master registered and mistress certificated.
Rockwell Green	185	- - I -	-	-	-	Mistress certificated.
Thorn Falcon	133	- - - M	3	-	3	Master certificated.
Twerton	31	- - - M	-	-	-	Mistress certificated.
Taunton, Holy Trinity	148	B G - -	1	1	2	Master certificated.
Central	186	B G - -	2	2	4	Master certificated.
Temple Combe	293	B G I -	4	2	6	Master and mistress certificated.
Weston-super-Mare	50	- - - M	-	1	1	Mistress certificated.
Wookey	266	B G - -	3	3	6	Master and mistress certificated.
Wrington	104	- - I M	1	1	2	Master and mistress certificated.
Wells, Blue Coat	114	B G I -	-	2	2	Master and mistress certificated.
Wraxall	78	B G - -	1	-	1	Master certificated.
West Charlton	101	B G - -	1	1	2	Master and mistress certificated.
Wellington	74	- - - M	1	-	1	Master certificated.
Wincanton	210	- - - M	2	3	5	Master certificated.
West Pennard	90	- - - M	-	1	1	-
DORSETSHIRE.	152	- - I M	1	2	3	Master and mistress certificated.
Beaminstor	69	- G - -	-	1	1	Mistress certificated.
Blandford	117	B - - -	4	-	4	Master certificated.
Bradford Peverell	213	- G I -	-	3	3	Mistress certificated.
Corfe Castle	43	- - - M	-	1	1	Mistress certificated.
	219	- - I M	3	1	4	Master and mistress certificated.

Alphabetical List of Schools—continued.

NAME OF SCHOOL.	Number of Children present on day of Inspection.	Description of School.	Apprentices.			Certified and Registered Teachers, and Assistant Teachers.
			Male.	Female.	Total.	
Chardstock . . .	121	- - - M	-	-	-	Master and two mistresses.
Compton, Netherand Over	51	- - - M	-	1	1	Mistress certificated.
Oatstock . . .	52	- - - M	-	-	-	Master certificated.
Critchill Moor . . .	83	- - - M	-	-	-	Mistress certificated.
Dorchester . . .	360	B G - -	2	4	6	Master certificated and mistress registered.
Gillingham . . .	91	- - - M	-	2	2	Mistress certificated.
East Stower . . .	49	- - - M	-	1	1	Mistress certificated.
Handley . . .	79	- - - M	-	1	1	Mistress certificated.
Kingstone . . .	90	- - - M	-	1	1	Master certificated.
Kington Magna . . .	69	- - - M	-	-	-	Master registered.
Langton Maltravers . . .	164	- - - M	-	3	3	Mistress certificated, and three pupil-teachers.
Long Bredy . . .	55	- - - M	-	-	-	Master certificated.
Lyme Regis . . .	178	- - I M	-	1	1	Master and mistress certificated.
Maiden Newton . . .	118	- - - M	3	-	3	Master certificated.
Longfleet . . .	61	- - - M	1	-	1	-
Netherbury . . .	48	- - - M	-	-	-	Mistress certificated.
Osmington . . .	60	- - - M	-	1	1	Mistress certificated.
Powerstock . . .	65	- - - M	1	-	1	-
Piddletrenthide . . .	40	- - - M	1	-	1	Master certificated.
Preston . . .	55	- - - M	-	1	1	Mistress certificated.
Poole . . .	181	B G - -	2	2	2	Master certificated.
Pimperne . . .	89	- - - M	-	2	2	Mistress certificated.
Ramplaham . . .	33	- - - M	-	-	-	Mistress certificated.
Swanage . . .	162	- - I M	2	-	2	Master certificated.
Sherborne . . .	337	B G I -	2	6	8	Master and mistress certificated.
Stalbridge . . .	180	B G - -	1	2	3	Mistress certificated.
Shaftesbury . . .	95	B G - M	2	1	3	Mistress certificated.
Stower Provost . . .	58	- - - -	1	-	1	-
Sutton Waldron . . .	40	- - - M	-	-	-	Mistress certificated.
Tollard Royal . . .	78	- - - M	-	1	1	-
Tarrant Hinton . . .	65	- - - M	-	1	-	Mistress certificated.
Verwood . . .	107	- - - M	-	-	-	Mistress certificated and one assistant teacher.
Wyke Regis . . .	47	B - - -	-	-	-	Master certificated.
Weymouth Church School	408	B G I -	5	6	11	Two mistresses certificated.
„ Trinity . . .	404	B G - -	3	5	8	Master and mistress certificated.
Wareham . . .	226	- - - M	6	2	8	Master certificated.
Winterbourne Whitechurch	42	B - - -	-	-	-	Master certificated, since left.
Wimborne Minster . . .	344	B G - -	3	4	7	Master and mistress certificated.
West Fordington . . .	43	- - I -	-	-	-	Mistress certificated.
Whitechurch Canoncorum	51	- - - M	1	-	1	Master certificated.
DEVONSHIRE.						
Aminster . . .	237	B G - -	2	4	6	Master and mistress certificated.
Armouth . . .	53	- - - M	1	-	1	Master certificated.
Appledore . . .	101	- - - M	1	2	3	Master certificated.
Barnstaple, Trinity . . .	40	B - - -	1	-	1	Master certificated.
„ National . . .	100	- - - M	-	2	2	-
„ Blue Coat . . .	64	B - - -	-	2	2	-
Bideford Longbridge . . .	279	B G I -	3	2	5	Master and mistress certificated.
Brixham . . .	299	B G I -	1	2	3	Master and mistress certificated.
Broad Clyst . . .	81	B G - -	-	-	-	Master certificated.
Berry Nabor . . .	85	B G - -	-	-	-	Master registered.
Bishop's Teignton . . .	104	- - - M	-	1	1	Master registered.
Combe Martin . . .	98	- - - M	2	1	3	Master certificated.
Castle Hill . . .	98	- - - M	1	1	2	Master certificated.
Chagford . . .	78	- - - M	-	2	2	Master certificated.
Cullumpton . . .	51	B - - -	1	-	1	Master certificated.
Chittlehampton . . .	74	- - - M	-	-	-	Master registered.

328 *Schools in Somerset, Dorset, Devon, and Cornwall.*

Alphabetical List of Schools—*continued.*

NAME OF SCHOOL.	Number of Children present on day of Inspection.	Description of School.	Apprentices.			Certificated and Registered Teachers, and Assistant Teachers.
			Male.	Female.	Total.	
Devonport, St. Stephen's -	329	B G I -	3	3	6	Master and mistress certificated.
" St. Mary's -	137	- - - M	3	-	3	Master certificated.
Dodbrooke and Kingsbridge	115	- - - M	1	-	1	Master certificated.
Dawlish - - - -	257	B G I -	1	1	2	
Dittisham - - - -	56	- - - M	1	-	1	Master certificated.
Devonport, St. James' -	225	B G I -	3	-	3	Master certificated.
Exeter, National - -	276	B G - -	5	3	8	Master registered and mistress certificated.
" Episcopal - -	264	B G - -	5	3	8	Master and mistress certificated.
" Central - - -	364	B G - -	6	4	10	Master and mistress certificated.
Exmouth - - - -	149	B - - -	3	-	3	Master registered.
Exeter, St. James' - -	164	B G - -	1	2	3	Master and mistress certificated.
" St. Sidwell's -	253	B G - -	-	1	1	Master certificated.
Gulworthy - - - -	81	- - - M	-	-	-	Master certificated.
Halberton - - - -	146	- - - I M	2	2	4	Master certificated.
Heavitree - - - -	81	B - - -	-	-	-	Master certificated.
Holsworthy - - - -	70	- - - M	1	1	2	Master certificated.
Hooe - - - -	94	- - - M	1	-	1	Master certificated.
Ilfracombe - - - -	154	B G - -	1	1	2	Master and mistress certificated.
Ide - - - -	84	- - - M	-	-	-	Master certificated.
Kenn - - - -	110	- - - M	2	-	2	Master certificated.
Kelly - - - -	50	- - - M	1	-	1	
Laxhore - - - -	83	- - - M	-	-	-	Mistress certificated.
Lymington - - - -	50	- - - M	1	-	1	Master certificated.
Milton Abbot, Free -	46	B - - -	1	-	1	Master certificated.
" National - -	46	- G - -	-	2	2	
Morchard Bishop - -	224	B G I -	1	1	2	Master and mistress certificated.
North Molton - - - -	44	- - - M	-	-	-	Master certificated.
Northam - - - -	119	- - - M	-	2	2	Mistress certificated.
Ottery, St. Mary's -	72	B - - -	-	-	-	Master certificated.
Okehampton - - - -	99	B G I -	-	-	-	Master certificated.
Paignton - - - -	90	- G - -	-	2	2	Mistress registered.
Plymouth, Christ's Church	199	B G - -	2	-	2	Master certificated.
" St. Andrew's -	121	B G - -	2	-	2	Master certificated.
" Chapel - - -	121	B G - -	2	-	2	Master certificated.
" Trinity - - -	220	B G - -	2	1	3	Master and mistress certificated.
Plymstock - - - -	146	B G - -	1	-	1	Master certificated.
Plympton, St. Mary's -	152	B G - -	3	-	3	Master and mistress certificated.
Plymouth, Charles - -	834	B G I -	10	12	22	Master and two mistresses certificated, and one assistant teacher.
" Grey - - - -	60	B - - -	1	-	1	Master certificated.
Raddon Chapel - - -	88	- - - M	1	-	1	Master certificated.
Stonehouse - - - -	221	B G - -	3	2	5	Master and mistress certificated.
Stokenham - - - -	119	- - - M	1	-	1	Master certificated.
Saint Mary Church - -	124	B G I -	1	2	3	Master and mistress certificated.
Sandford - - - -	79	B G - -	1	1	2	Master certificated.
South Molton - - - -	102	- - - M	2	-	2	Master certificated.
Saint Mary Tavy - - -	75	B - - -	-	-	-	Master certificated.
Tavistock - - - -	281	B G I -	3	4	7	Master and mistress certificated.
Torquay - - - -	278	B G I -	3	3	6	Master certificated.
Turnchapel - - - -	52	- - - I	-	-	-	Mistress certificated.
Tor - - - -	290	B G I -	2	4	6	Master and mistress certificated.
Thorverton - - - -	112	B G - -	1	-	1	Master certificated.
Tiverton - - - -	169	B G - -	1	1	2	Master certificated.
Upton Fyne - - - -	100	- - - M	2	-	2	Master certificated.
Woolborough & Highweek	164	B G - -	2	-	2	Master certificated.
Whimble - - - -	96	- - - M	1	-	1	

Alphabetical List of Schools—continued.

NAME OF SCHOOL.	Number of Children present on day of Inspection.	Description of School.	Apprentices.			Certified and Registered Teachers, and Assistant Teachers.
			Male.	Female.	Total.	
CORNWALL.						
Austle, Saint . . .	143	B G - -	3	2	5	Master and mistress certificated.
Breward, Saint . . .	28	- - - M	-	-	-	Master certificated.
Breage, Saint . . .	154	B G - -	2	1	3	Master and mistress certificated.
Bodmin	64	B - - -	-	-	-	Master certificated.
Baldiu	105	- - - M	2	-	2	Master certificated.
Calstock	165	B G - -	1	1	2	Master and mistress certificated.
Crowan	77	- G - -	-	3	3	Mistress certificated.
Camborne	240	B G - -	2	2	4	Master and mistress certificated.
Chasewater	76	B - - -	2	-	2	Master certificated.
Ewe, Saint	157	- - - M	3	-	3	Master certificated.
Erth, Saint	163	B G - -	2	1	3	Master and mistress certificated.
Fcock, Saint	84	- - - M	1	-	1	Master certificated.
Illogan	158	B - - -	3	-	3	Master certificated and one assistant teacher.
Launceston	121	B G - -	2	2	4	Master certificated.
Menheniot	121	B G - -	1	-	1	Master and mistress certificated.
Marazion	60	B - - -	2	-	2	Master certificated.
Mylor Bridge	190	B G I -	2	2	4	Master and mistress certificated.
Pendeen	140	- - I M	1	-	1	Master certificated.
Pensilva	85	- - - M	-	-	-	Master certificated.
Penrose	42	- - - M	-	-	-	Mistress certificated.
Redruth	167	B - - -	4	-	4	Master certificated.
Stratton	83	B G - -	1	-	1	Master and mistress certificated.
Scilly Isles, Carn Thomas . . .	93	- - - M	2	-	2	Master certificated.
" Saint Mary's . . .	109	- - I -	-	2	2	Mistress certificated.
" Treco	113	- - I M	2	-	2	Master certificated.
" Saint Martin's . . .	25	- - - M	-	-	-	
Stoke Climaland	129	B G I -	1	3	4	Master and mistress certificated.
Tywardreath	126	B G - -	1	-	1	Master certificated.
Truro, St. Mary's	200	B G - -	4	-	4	Master registered.
Truro, Fremantle Street . . .	241	B G - -	3	1	4	Master & two mistresses certificated.
Trevenson	153	B - - -	5	-	5	Master certificated.
" Pool	197	G I - -	-	5	5	Mistress certificated.

I would here beg to be allowed to record my sincere thanks to the Right Rev. Lord Auckland, Bishop of Bath and Wells, and to the Lord Bishops of Exeter and Salisbury, and to the laity and clergy throughout my district, for their unvaried kindness to myself and my colleagues during the past year.

I have the honor to be, &c.

E. DOUGLAS TINTLING.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS
INSPECTED BY REV. E. D. TINLING AND REV. E. P. ARNOLD.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools <i>actually</i> inspected between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children								Number of <i>Certified</i> <i>Teachers.</i>	Number of <i>Pupil-Teachers.</i>
	No. of Schools, i.e., <i>institutions</i> held in separate buildings, and sepa- rately man- aged.	Number of School-rooms in which separate Teachers are employed.				<i>Present at</i> <i>Examination.</i>		<i>In Average</i> <i>Attendance.</i>		For whom accommo- dation is provided, at 8 square feet of superficial area per Child.					
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.						
Annual Grants	232	115	100	42	149	19,439	15,404	16,290	12,987	43,330	229	517			
Simple Inspection	55	9	9	7	42	1,851	1,532	1,633	1,380	4,527	-	-			

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	6'85	7'54	9'22	11'94	12'89	12'27	11'82	10'01	7'5	5'19	3'95	1'89
Simple Inspection	9'84	9'42	10'62	12'3	13'62	11'05	11'16	8'76	6'42	3'74	1'93	1'16

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	40'92	21'03	16'05	9'75	6'26	5'00
Simple Inspection	40'43	25'00	17'88	8'7	5'22	2'73

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)
Number of Schools out of 424 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures . . .	351	59	265	28	63	17	24	14
Catechism . . .	349	59	268	28	63	10	15	12
Reading . . .	350	59	271	43	66	13	11	3
Writing . . .	346	40	293	41	40	7	11	1
Arithmetic . . .	349	57	169	16	85	13	95	26
Geography . . .	334	81	236	18	76	7	22	6
Grammar . . .	273	11	160	5	98	1	25	5
History . . .	139	9	109	4	19	4	11	1
Made from Notes . .	33	3	31	3	1	—	1	—
Drawing . . .	23	—	20	—	3	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately.	Imperfectly, or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent (Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	364	26	10	378	18	-	328	54	17	317	29	11	355	38	5	336	53	19	247	17	19
Simple Inspection	57	5	3	47	11	6	30	18	7	37	12	4	30	16	16	48	11	7	2	-	3

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 361 (Annual Grants) + 39 (Simple Inspection) = 300* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 1,335 13 9	£ s. d. 11,947 2 4	£ s. d. 6,804 10 9	£ s. d. 2,906 2 9	£ s. d. 22,550 14 7	£ s. d. 0 16 6½
Simple Inspection	123 3 5	883 10 3	463 12 5	174 13 4	1,878 19 5	0 14 0½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 361 (Annual Grants) + 39 (Simple Inspection) = 300* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 17,580 15 0	£ s. d. 1,799 7 10	£ s. d. 4,986 9 11	£ s. d. 24,366 13 9	£ s. d. 0 17 10	27,374
Simple Inspection	1,418 3 9	64 4 6	264 11 8	1,746 19 11	0 14 8	2,384

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary em- oluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 80 5 0	£ s. d. 48 17 3	£ s. d. 55 18 3	£ s. d. 30 19 7	£ s. d. 61 0 0	£ s. d. 25 15
	Simple Inspection	—	36 10 9	—	21 11 8	—	15 16 5
Number on which average is taken	Annual Grants .	142	69	73	67	9	23
	Simple Inspection	—	21	—	23	—	5
Number provided with house or rent-free	Annual Grants .	78	42	33	31	3	6
	Simple Inspection	—	13	—	10	—	1

* The number of schools inspected during the year was 397; but from 37 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

332 *Schools in Somerset, Dorset, Devon, and Cornwall.*

SUMMARY *f.* School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	243	34,029	67.53	25.72	3.93	1.73	1.07
Sample Inspection	29	2,118	71.38	21.77	2.31	.9	3.64

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. M. MITCHELL, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of NORFOLK, SUFFOLK, and ESSEX.

MY LORDS,

January 1858.

I HAVE the honor to present to your Lordships a report on the schools inspected in the Eastern district of England, between the 1st of September 1856 and the 31st of August 1857. The number of places visited by myself was 131, in which were inspected :—

Night schools -	-	-	-	2
Boys' schools -	-	-	-	51
Girls' schools -	-	-	-	49
Mixed schools -	-	-	-	70
Infants' schools -	-	-	-	35
Total	-	-	-	<u>207</u>

The total number of children in these schools when inspected was :—

Boys -	-	-	-	7,975
Girls -	-	-	-	6,338
Infants -	-	-	-	2,883
Total	-	-	-	<u>17,196</u>

The number of miles travelled amounted to 3,842.

The number of places visited by the Rev. W. Campbell, the Assistant Inspector of the district, was 83, and the number of schools inspected as follows :—

Night -	-	-	-	1
Boys' -	-	-	-	18
Girls' -	-	-	-	15
Mixed -	-	-	-	63
Infants' -	-	-	-	9
Total -	-	-	-	<u>106</u>

The total number of children in the schools inspected by Mr. Campbell was—

Boys -	-	-	-	3,183
Girls -	-	-	-	3,164
Infants -	-	-	-	972
Total -	-	-	-	<u>7,319</u>

which, added to the number inspected by myself, makes a grand total of 24,515 children.

Mr. Campbell has also assisted in the inspection of the London district, and visited schools in 23 places.

—			No. of Schools.	No. of Children in those Schools.
Boys'	-	-	13	2,046
Girls'	-	-	10	880
Infants'	-	-	4	707
Mixed	-	-	29	—
Total	-	-	56	3,633

The number of miles travelled by Mr. Campbell was 2,352.

Pupil-
teacher
examina-
tions.

The following table shows the places at which general examinations of pupil-teachers and candidates for apprenticeship were held, and the numbers that attended:—

—	BOYS.							GIRLS.							GRAND TOTAL.
	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Candidates.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	
By Rev. M. MITCHELL.															
Yarmouth	4	4	3	2	2	2	17	4	3	-	3	3	1	14	31
Norwich	6	1	1	2	2	5	24	14	3	-	5	2	3	27	51
Lynn	9	4	5	4	1	5	26	11	3	2	3	-	1	25	49
Saffron Walden	3	1	1	1	1	2	9	6	4	3	1	1	2	17	26
Colchester	7	3	3	-	2	-	14	7	5	-	-	-	-	12	26
Chelmsford	4	3	2	3	-	1	13	5	1	4	4	3	1	18	31
Halstead	5	2	-	3	1	2	13	3	-	-	1	1	-	5	18
Halesworth	2	-	4	1	-	1	8	4	-	2	3	1	-	10	18
Lowestoft	-	2	2	-	-	-	4	3	3	-	-	-	-	6	10
Ipswich	7	7	5	10	9	5	48	16	7	7	6	7	5	48	91
West Ham	10	5	4	3	2	1	24	17	5	2	1	3	3	30	54
Total	57	32	31	33	18	22	195	90	39	20	27	20	29	211	406
By Rev. W. CAMPBELL.															
Fakenham	3	-	1	2	-	-	6	3	-	2	3	-	-	10	16
Bury	3	1	1	3	2	2	12	2	-	-	-	-	-	2	14
Aldborough	3	-	2	-	1	1	7	2	1	-	-	-	-	1	8
Total	9	1	4	5	3	3	25	7	1	2	3	-	-	13	33
Aggregate total	66	33	35	38	21	25	220	97	40	22	30	20	29	224	444

New build-
ings.

New buildings have been opened at Lynn, All Saints'; Ipswich, St. Matthew's; Lynn, St. Margaret's; Southwold; Ashwicken; Stanway; Mistley; Stoke-by-Clare; Foxearth; Chadwell, St. Mary's; Halvergate; Chedgrave; Thorpe, St. Matthew; Hopton; Thornham; Cockfield; Chelmondiston; Denham.

Improved
buildings.

Buildings have been improved at Witham; Lexden; Norwich, St. Stephen's; Halstead, Holy Trinity; Stamford Rivers; Ipswich, St. Clement's; Holkham; Great Rhyburgh; Framingham; Diss; Downham Market; Brome and Oakley; Hitcham.

New fittings have been provided at Wethersfield ; Great Yeldham ; Stratford, St. John's ; Framingham ; Diss ; Hessayt ; Welnethan ; Falkenham ; Fornsett, St. Peter's.

New fittings.

Froebel's system is partly introduced at Halesworth ; Norwich, St. Stephen's ; and at Lakenham.

The ventilation has been improved at Lowestoft, St. John's ; and at Leigh. There are forty-nine schools reported upon whose ventilation and light are defective.

Ventilation.

My observations in previous reports respecting the lighting and ventilation of schools are beginning to work a good effect. In many cases the managers have made the alterations suggested ; in all cases with good results, and in some with perfect satisfaction. It is curious that two pupil-teachers only have died in the district in the last year, and that, in each case, I had often lamented to the managers the method of lighting, and the imperfect state of the ventilation of the school. It is impossible to insist too strongly on the necessity of paying the greatest attention to these most important matters. There is no calculating the permanent injury that must arise to the health and constitution of children immured for hours in rooms whose air is poison. The ultimate results must remain unknown. Those which we do perceive are constant restlessness and an impossibility of commanding the attention, a sickness of look in the instructor, and great exhaustion, with weariness. The work of teaching becomes a labour and drudgery ; energy and life cease, especially in the latter part of the day, and the instruction becomes a nullity. As year after year passes away, the derangement becomes more confirmed, and the result is that the master loses his activity ; his school lacks its success ; and too often he retires with spirit broken and health infirm to seek some other field of labour, and complains of the unhealthiness of school-keeping, when in fact he should only regret the uncared-for insalubrity of his ill-ventilated and imperfectly lighted room. I know this to be the case from the sensations constantly experienced after inspecting schools so circumstanced ; the fatigue and weariness consequent on a day spent in some rooms are intense, from no other cause but this ; and medical men and those who have studied the subject are well aware of the fact.

Lighting and ventilation.

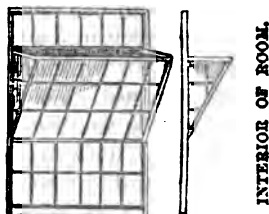
" Whatever renders the blood impure," says Dr. Hall, " tends to originate consumption ; whatever makes the air impure makes the blood impure. It is the air we breathe which purifies the blood. And as, if the water we use to wash our clothing be dirty, it is impossible to wash the clothing clean ; so if the air we breathe be impure, it is impossible for it to abstract the impurities of the blood. What then are some of the more prominent things that render the air impure ? It is the nature of still water to become impure. Running water purifies itself. Air in motion—draughts of air are self-

Dr. Hall on ventilation.

purifiers. Thus it is that the air of a close room becomes impure inevitably. Thus it is that close rooms bring consumption to countless thousands. Hence all rooms should be so constructed as to have a constant draught of air passing through them. A man of ordinary size renders a hogshead of air unfit for breathing, and consumes its blood-purifying qualities every hour. Hence sleeping in close rooms, or sitting for a very short time in a crowded vehicle, or among a large assembly, is perfectly corrupting to the blood; close bedrooms make the graves of multitudes."

Remedies
for defective
ventilation.

The great number of schools ill ventilated, and the confessed difficulties of providing remedies, will be an apology for my advancing any suggestions that practical experience enables me to think may prove effective. In many schools, the very simplest attention to the admission of fresh air has been omitted or overlooked. In one school, new large glass panes have been substituted for diamond lattice ones; but, as none of the casements have been made to open, the consequence is that the room is the most unhealthy that can be conceived. In another school for 100 children, the amount of fresh air that could be admitted was gained from small $1\frac{1}{2}$ foot openings in three windows. It is very evident that this quantity is totally inadequate.* But also in schools where there seems to be plenty of ventilation, the openings being sufficient, the ventilation is often insufficient, simply because the arrangement is imperfect. Thus, very little ventilation is produced from windows of this (the Hopper) form. Sometimes, also, the openings are in wrong positions. Ventilation should be gained from the upper portion of windows, not the middle or lower, as—

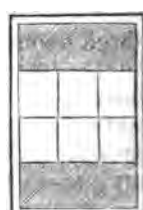
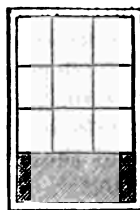
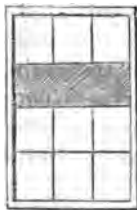
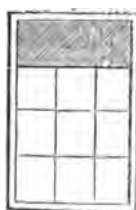


thus:

not thus:

or worse thus:

perhaps the best
plan is to open the
sash at the top and
bottom in the ordi-
nary way.



* Writers differ much as to the quantity of air required for healthy respiration. Péclet gives 5 cubic feet per minute as necessary for each man; Vierordt, $2\frac{1}{2}$; Dr. Reid, 10; Dr. Arnott, 20; whilst Dr. Roscoe considers, from experiments in schools and barracks, that 10 feet per minute is insufficient, and that at least 20 feet are necessary to remove completely the organic putrescent matter, at least in the soldiers' sleeping rooms.—*Paper addressed by Dr. Roscoe to the Chemical Society, quoted in Society of Arts Journal, Nov. 13, 1857.*

The situation of the window also should be attended to. Most rooms with high pitched roofs are ill ventilated because the windows are too low down, as in Fig. 1.

Now, in this case, as hot and foul air rises, it accumulates in the roof A, and thence descends to pollute the centre of the room. To relieve such a room as this, ventilating windows are placed in the gables, often in most mistaken positions, as at B, Fig. 2, where they can be of little or no use. These ventilating windows should be placed as high up as possible, as at C, in Fig. 2. There should also be always a draught through, from one gable to the other; and the larger these ventilators are made the better.

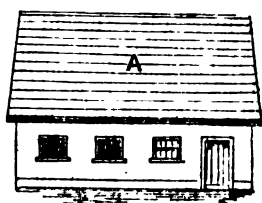


Fig. 1.

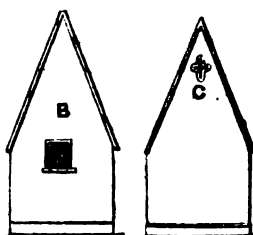


Fig. 2.

But again, in cases where there is plenty of opening, and even in the right place, it often happens that rooms are not well ventilated, because attention has not been paid to the conditions by which air is acted upon. There are many rooms in

which the windows turn on a pivot, as shown in Fig. 3, A. A little reflection would show this to be an imperfect arrangement. Ordinarily cold air descends; hot air ascends. By this arrangement, the hot air of the crowded room ascends, strikes the opened pane, and is returned into the room again; while the cold air, descending, is diverted outwards. Simply change the position of the case-

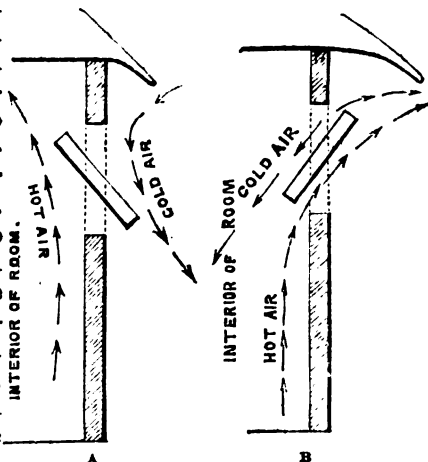


Fig. 3.

ment, as shown in Fig. 3, B, —and the room is ventilated, the cold being admitted and the hot directed outwards. The objection to this arrangement is that rain will enter by the opening; but this inconvenience may be obviated if the eaves be extended. It will be evident, if the above propositions be true, that all ventilation attempted by merely letting a part of the

window fall inwards is imperfect. I should advise, therefore, that no window should be formed with the hinge at the base, B, Fig. 4.; nor even with the hinge at the top, C; and decidedly not with the pane opening outwards, towards D.

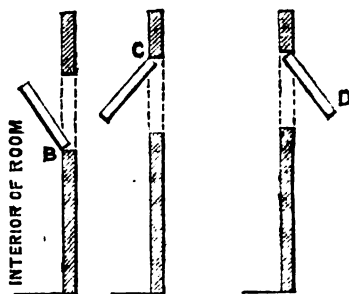


Fig. 4.

In coved rooms, as shown in Fig. 5, a slit or sort of open cornice along the ceiling on each side may be advantageously introduced at D D. This will admit the foul air into the chamber between the roof and the ceiling, which will not return into the room, but find its way out by the ventilating window F.

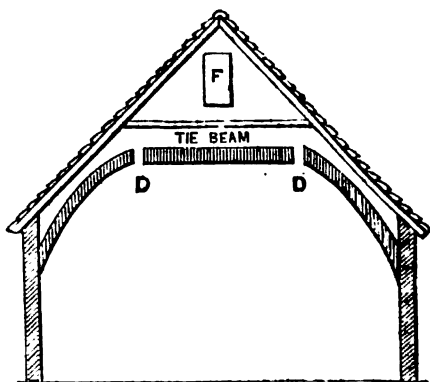


Fig. 5.

Ceiled flat rooms are more easily ventilated than those with high pitched roofs. Such rooms, of this form, as are not well ventilated, may be rendered healthy by the running of perforated zinc tubes through them, from wall to wall, close to the ceiling.*

I find lanterns raised above the roof, also dormer windows, of very little use as ventilators. Besides the difficulty of reaching to them, the strings and pulleys get quickly out of repair, and are not quickly repaired. All means of ventilation should be placed out of the reach of the children.

I am glad to see my opinion on diamond panes supported by an architect who enjoys one of the highest reputations in the profession for his knowledge of Gothic architecture, and have only to remark in addition that, in schools, we do not want so much to see out of the windows as to see what we are about inside the rooms :

“ In this country the great crux in Gothic domestic work is how the windows are to open. For the glazing, it seems to me, that if we condemn the old system of diamonds or small pattern glazing as inconsistent with the spirit of our age, and our praiseworthy desire to see clearly out of our

* A plan recommended by Sir John Walsham, and which answers very well indeed.

Diamond
panes.

windows, we ought in good houses to go into the opposite extreme of plate glass as undivided as possible. It is one of the most useful and beautiful inventions of our day, and eminently calculated to give cheerfulness to our houses."—G. G. Scott on Gothic Architecture.

My recommendations to managers are sometimes curiously assisted, as the following letter proves :—

"But your point had been already gained in a different way. Last night some blankets for distribution were left in the girls' school, and a hole was cut in one of the windows, and sixteen new pairs abstracted. They were marked, and I hope to get them again. But I thought here is a beginning, and I find that a glazier would put in fresh glass at 10s. a window. So we are in the way of removing the dizziness of eye and brain."

I am quite convinced that the contributor to "Chambers' Journal," whose remarks appeared in my last year's report, is quite correct in his views as regards rooms with yellow-washed walls, and that this peculiar colour produces an effect of melancholy and depression. There are three schools in my district, with yellow-coloured walls, where this effect is produced, viz., at Rendlesham, Kesgrave, and the girls' school at Lowestoft. There seems also, from some letters in the *Times* (January 1858), to be arsenic mingled in the composition of yellow papers, the effect of which is most injurious. The Rev. S. Clark, Principal of the Battersea Training College, has had the walls of a room so coloured re-washed in stone colour, and the change has been most advantageous.

On yellow coloured rooms.

The report that I am able conscientiously to make this year respecting the schools inspected is generally more favourable than at any former period. There are more schools that are decidedly doing a true school work; and, of those previously well reported of, there are none that have gone back, while most of them have advanced. I am, however, pained to direct your Lordships' attention to the statement below, as it shows by far too great a number of schools whose condition is still most unsatisfactory. My reports may be thus tabulated :—

Favourable report for the year.

	Good.	Moderate.	Bad.	Total.
Boys' - - -	14	21	16	51
Girls' - - -	7	29	13	49
Infants' - - -	9	15	11	35
Mixed - - -	11	34	25	70
	41	99	65	205
And Mr. Campbell's -	37	37	22	96

It must be remembered that, of the Church of England schools, those under inspection are acknowledged generally to be the best schools for the working classes in these three coun-

Unfavourable report.

* No place should be more cheerful than our schools.—M. M.

ties ; and yet this is the honest and straightforward result, that, out of 301 schools inspected, eighty-seven at the least, from various causes, must be considered inefficient, and some of them even positively worse. It is not for me to comment on this state of education ; I have only to advance it as a fact, and a very lamentable one too, as most people will agree with me in regarding it.

**Causes of
inefficiency.**

The causes of this inefficient state of so many schools may be referred to the following heads. The circumstances of the parish, either the poverty of the population, the illiterate condition of all its classes, the consequent indifference of the parents, the want of sympathy between the various classes, the absence of an upper class, the indifference of the wealthier or chief inhabitants, sometimes their entire and positive opposition, the want of some leading person to direct attention to the subject, and mainly, from all these several causes, the deficiency of funds. The schools described as bad become so from want of proper buildings, of ventilation, of books, of light, and apparatus ; from deficiency of intelligence, training, and power in the master ; from the absence of discipline, and sometimes from the defective moral condition of the parents of the children, dwelling in squalid habitations, and unaccustomed to more civilized habits. There are, indeed, neighbourhoods in which there seem to be few elements of civilization. The teacher may be efficient, able, zealous, but he is unsupported ; he finds it impossible to grapple with his difficulties, and gradually he slackens in his work. We should try ourselves the difficulties of such position before we blame him. Still I believe, even in such places, ways may be devised of promoting good schools. Let the master be well trained,—let his school be thoroughly well supplied with books and apparatus,—let the clergyman look kindly after it, make it a cheerful and cleanly centre of intelligence, and in the end something will be gained ; and, to do this, it is not so much that large funds are needed, but that the funds now employed should be well expended. The effect of whitewash, maps, and handsome apparatus is astonishing ; and a really good school in a populous neighbourhood will nearly support itself.

**Scholars
change
schools.**

To the causes which produce inefficiency of schools we must add the constant influx of new children. A school that is constantly changing its scholars can never be in good condition, and this seems to be the normal state of some schools. I cannot devise a remedy for this evil.

**Extreme
youth of
children.**

Another cause of imperfect schools is the extreme youth of the children. In many professing to be for boys and girls, not infants, the greater part of the scholars are mere infants. To

such schools the system adopted is not adapted, and failure must necessarily result.

Guided in some measure by the remarks of my colleagues and the managers of schools, in my last report I hazarded an opinion that the age of children attending at schools was on the decrease. I am glad to be able most satisfactorily to state that, on more accurate inquiry, this proves not to be the case. The following is an extract from a paper which I had the honor to read, last year, at the Educational Conference in London :—

No change respecting age of children attending school during last six years.

"The first annual statement relative to children's age seems to have been made in the year 1850. In that year the reports of ten Church Inspectors produced the following result :—Upon a total of 144,487 children, in every hundred there were in average attendance on the school books,—

12·23	aged ten years.
9·83	„ eleven years.
6·34	„ twelve years.
3·93	„ thirteen years.
2·59	„ fourteen and above.

There will therefore be found to be in every hundred 34·9 above ten years of age; while of those fourteen years and above, there were only 2·59. Such is the result obtained in the year 1850. I concluded if, in addition to this calculation and result of the year 1850, I should obtain a like form for 1855, that the two together (if there were no excessive dissimilarity of result) would manifest pretty nearly the true condition of the question.

"The summaries of the year 1855 include the reports of eleven Church inspectors, and of four other religious bodies, not including the Roman Catholic inspectors.

"The numbers of children in average attendance were,—

Church schools	-	-	-	337·704
Dissenters	-	-	-	75·516

413·220

Of these children I find that in the Church schools there were,—

Aged 10 =	12·3
„ 11 =	9·2
„ 12 =	6·3
„ 13 =	3·3
„ 14 =	1·7
	<u>32·8</u>

And in Dissent,—

Aged 10 =	12·0
„ 11 =	8·8
„ 12 =	6·3
„ 13 =	3·4
„ 14 =	1·8
	<u>32·3</u>

Thus in 1855 about thirty-three in the hundred children were above ten years of age, and about two above fourteen. The difference between the numbers in 1850 and 1855 is only two in those above ten, and one-half in those above fourteen years of age; and there are certain considerations which affect even this difference.”*

So I conclude that, among the working classes in England, about two-thirds of the children attending school remain there till ten years of age, and about one-fiftieth till fourteen. These

* I believe it will be found that those above 10 or 11 years are mostly children of small shopkeepers, or the better class of mechanics, or of domestic servants.

calculations, of course, do not affect nor are affected by that large class of children who never go to school at all,—about 2,000,000 according to the census of 1851.

Deficiency
of funds.

I may remark, as in previous reports, that it is generally the want of funds, not the want of will of the clergy, that chiefly interferes with their exertion to create as well as to improve their schools. They have too frequently the most ungrateful task ; to toil unsupported either by the sympathies or the purses of those whose possession of property should entail duties as well as privileges. In fact, it is upon the clergy that the whole burden is too frequently thrown. In assisting parishes thus circumstanced, the capitation grant has proved most beneficial ; and by its means schools have been supplied with materials, and various sanitary improvements have been carried out, which otherwise could not have been effected. Thus the Government in fact is doing that which the locality ought to do for itself. The Inspectors cannot bring too frequently under your Lordships notice these circumstances of poverty whenever met with, especially as some people, whose sphere of action is less enlarged, imagine, from the circumstances of their own peculiar neighbourhoods, that there is no deficiency at all, and that as much education is furnished as the country in any way requires.

Deficiency
of inspected
schools in
this district.

Having examined my maps of the three counties for the purpose of ascertaining as far as possible the state of education, as represented by the numbers of Church schools under inspection (I am everywhere informed that these (*i.e.*, inspected schools) are the best schools in the counties), I find, taking the towns named as centres of areas of ten miles in diameter (more or less), there are no such schools in—1. Houghton ; 2. Great Dunham ; 3. Woolerton ; 4. Litcham ; 5. Wretham ; 6. Attlebridge ; 7. Horning ; 8. Stratton Strawless ; 9. Attleborough ; in the county of Norfolk.

Norfolk.

Nor in—1. Ampton ; 2. Gidding ; 3. Framlingham ; 4. South Elmham ; in the county of Suffolk.

Suffolk.

Nor in—1. Thaxted ; 2. Toleshunt ; 3. Braintree ; 4. High Laver ; 5. Felstead ; 6. Basilden ; in the county of Essex.

Essex.

Considering that each of these areas represent, perhaps, 70 or 80 square miles, we have in Norfolk a total area of 630 square miles ; in Suffolk, an area of 280 square miles ; and in Essex, an area of 420 square miles ; or in the three counties an aggregate area of 1,330 square miles, or thereabouts, in which there is no school under inspection. We must not, however, suppose that this large area is left entirely without the blessing of education. There are, doubtless, numerous small schools with uncertificated teachers, also several schools with small endowments, which ought, I consider, to be placed under

some inspection, if it were only to ascertain to what extent they really afford the education which they profess to offer.* The state of much of the education given in these areas will be best ascertained through the following extract from a letter, dated May 1857, from the Rev. J. Ady, Secretary to the Essex Board of Education, and which more than bears out any statement that I may have made, in previous reports, regarding the inefficient education of the country:—

“ Mr. Mitchell's report shows that there is scarcely a tolerable school in any small agricultural parish visited by him. By a careful analysis of it, I do not find half a dozen certificated teachers in any of the parishes under 800; and he visits only the best country schools. There are in Essex more than 300 in addition to his list; all, I should say, inferior to the miserable condition of those that he has inspected.”

The following are extracts from letters addressed to me by the clergy in my district:—

“ The parishes of — and —, in the county of —, are very much in need of a day school. The population, as given last census, — 583; — 335. Letters from clergy &c.

“ I canvassed —, in order to ascertain the numbers of children available for instruction, and my list very soon gained the number 100. The parents would hail as a great boon the establishment of a good day school for these villages.

“ It is much to be lamented that these parishes should remain destitute of secular instruction for the youthful population.”—*Letter from —, a Scripture reader.*

I believe that nothing has been done in the following case:—

“ The school has annually cost me not less than 30*l.*, and sometimes considerably more. The farmers are not disposed to help me. I have tried in vain to stir up in them a sense of the value to themselves of an educated peasantry, but all in vain.

EXPENDITURE.			INCOME.		
	£	s. d.		£	s. d.
Salary of trained master and mistress	50	0 0	Self - - - - -	10	0 0
Fuels - - - - -	1	0 0	Annual subscriptions - - -	4	0 0
Books, &c. - - - - -	1	0 0	Betton's Charity - - - - -	5	0 0
Repairs - - - - -	3	0 0	Children's pence - - - - -	18	0 0
Cleaning - - - - -	1	6 0			
Miscellaneous - - - - -	2	0 0			
	£58	6 0		£37	0 0
Say 60 <i>l.</i> per annum.					

—*Letter from a Clergyman.*

“ The alterations in our school-room will amount to 26*l.* 2*s.*; and we are a set of paupers. Can we screw anything out of the Education Board, and, if so, how?”—*Letter from a Clergyman.*

“ Will you have the kindness to add, as a postscript privately to myself, in your answer to the letters which I addressed to you yesterday, to the Privy Council Office, a statement of the amount of fittings and apparatus, as a *minimum* (for you know how I am circumstanced in this matter), which

* Should any persons connected with this district be inclined to afford me information upon the points to which I advert, I shall be happy to make use of their information in future reports. Communications may be addressed to me at the Education Department, Downing Street, London, S.W.

will secure your recommendation to the Committee of Council of the payment of the augmentation grant to the master, of the pupil-teacher's gift, and of the capitation fees for the past year, and thus neutralize the effects of any unfavourable report you may feel yourself constrained to make as to the actual state of the school in respect of its apparatus at this moment."—*Letter from a Clergyman.*

"I venture to send you the bill incurred in altering the windows at — school, which was done at your request, backed by the Committee of Council on Education. As we have no funds to meet the expense, which indeed is much higher than I had anticipated, I shall feel obliged to you to lay it before the Committee of Council, and solicit their aid, or I must pay the amount out of my own pocket, which I am very unwilling to do.

"I may also add that our subscription has fallen off 10*l.* this last year, which we shall not in future obtain."—*Letter from a Clergyman.*

"As I am at all times anxious to do what I can to improve our schools, and only regret that want of funds prevents their being as efficient as I should like to see them, you will much oblige me by stating for what classes in the boys' school you consider additional books and desks are required."—*Letter from a Clergyman.*

"As regards your intention to visit the schools of this parish on the 24th of this month, I have to state that there is not any school in the parish. When I entered on the duties of the vicarage last year, I found that the mistress had been dismissed for want of funds to provide her salary, and that the furniture of the hired house occupied by her had been sold by the executors of my predecessor, it having been provided by him. The school was kept together for a short time under the superintendence of a very incompetent person; but the resources from whence her small stipend was derived having failed, she was dismissed, and the school closed. I have since succeeded in forming a committee. I am now in treaty with a mistress, with whom I hope to come to an arrangement, if I can get together a little furniture for a cottage, which is charity property, and which may be obtained at a small rent. This being our state at present, you will not, perhaps, consider it necessary to visit."—*Letter from a Clergyman.*

"I now beg to inform you that Mrs. —, of this parish, has obtained the woman the situation of mistress to the schools at —, and that she intends going there early next week. I therefore do not see that your coming here will be of any use. I paid the woman my subscription up to the 25th ult., viz., at the rate of six pounds per annum.

"The lord of the manor of this parish and that of —, also the principal landlord of both parishes, subscribed two pounds. This I do consider to be neither fair nor just, as he is deriving an income from the parishes at least three times that of mine."—*Letter from a Clergyman.*

"I think I told you we had no curate at —; the one that was here when I came was —, a gentleman who took great interest in the school, and aided me a great deal, by giving Scripture lessons twice a week, also in visiting the parents of the children, and seeing the reason of their absence from school, &c.; he, I am very sorry to say, left last June, and from that time till now I have been without one lady or gentleman coming into the school. There are only about two ladies in the village, and they never come to the school; they never send a bit of work, so that all the work that is done is bits brought by the children. So that I think I fairly may say nearly a twelvemonth I have been left without one single friend or any to help me in my school duties. There is another school opened in the village; therefore any little authority I use over the children, if the parents do not like it, they come and abuse me for, and take their children away."—*Letter of a schoolmistress to a friend, forwarded to me in excuse for the condition of her school.*

The removal of children by the parents from school to school, without any apparent reason, is one of the painful matters connected with education. At ——— the master had been dismissed for incompetency and moral defects. A new certificated master occupies his place, but the parents still retain their respect for the old master, and *his* school is crowded, while that of the parish shows but a very moderate average attendance. I should state, however, that the school is not so well fitted and furnished as it ought to be. Here I would abstract a few sentences from my paper read at the Educational Conference in London :—

Schools do not always suit parents' wishes.

" All people interested in this subject know that an idea very extensively prevails that the parents of the working classes are indifferent to the education of their children, and that it often happens that the most indifferent are those who have received such education as the old National schools afforded. These complaints are constant; and, when I look at the actual instruction too frequently offered in the schools for the working classes, I can only rejoice that parents are so sensible; for more complete waste of time than one too frequently grieves over in these schools it is hardly possible to imagine. The same complaint is, indeed, sometimes made with justice by managers, even where the schools are excellent. This case, however, does not often occur, since a really good, unfettered, simple-hearted, earnest, disinterested, unproselytising education rarely fails to succeed in commanding the attention of those for whom it is intended; and ordinarily where it is otherwise, if you carefully observe, you may discover some snake in the grass, some unpopularity whose origin is local, not educational. Unpopular managers and unaccommodating regulations make unpopular schools."

I abstract also, to the same point, some very sensible observations of a schoolmaster, who does not belong to my district, and is entirely unknown to me. They embody the opinion of very many practically acquainted with the subject :—

Schools should be made good, to answer.

" Every tradesman knows that an article is valued by ignorant purchasers, not according to its intrinsic worth, but, according to the price put upon it. Cheap things are considered nasty; so are cheap schools. The tradesman acts accordingly; so should the schoolmaster. Let us offer a good article, and charge a good price. I do not want to put the price out of the reach of the poor, but I do wish it put so high as to prevent their trampling our wares under foot. If we wish people to value our schools, we must value them highly ourselves. Don't let us make our terms too easy. Let our teaching cost the parents an effort. I believe we do an immense amount of mischief in running about after people and begging them to send their children to school. We try to force down the throats of people an article for which they have no taste and no desire. Under any circumstances there will be many parents who from carelessness or selfishness will neglect to educate their children; to reach such I hope we shall have a law.

" If we are to have the children of this country educated, sacrifices must be made. The parent must give up the early earnings of his child; the employer must give up his gains from child-labour; and, what is perhaps the most difficult, we must all sacrifice prejudices."*—H. Turner, Schoolmaster, *Pantley, Gloucester Chronicle*, Nov. 28, 1857.

* It is curious to observe exactly the same causes operating on the other side of the Channel as on this. M. Eugene Rendu, Chef au Ministère de l'Instruction

New method of examination.

I have adopted in the inspection of all schools, last year, a measure that promises to be attended with satisfactory results, viz., conducting the examination on paper through all classes able to write. These contain ordinarily about two-thirds of the scholars. My plan is that each teacher shall furnish each child, before my arrival, with a doubled half sheet of foolscap paper, on which the child is to write the name of the school, its own name, its age, how long it has been in the school, and its class, as thus :—West Ham, John Smith, ten years nine months, been in school three years, second class. On my coming to the school, all the children on one side of the room are at once set to dictation. This occupies generally a quarter of an hour ; on the other side of the room the children work sums given by dictation ; on the third, they draw a map ; on the fourth, they parse a short sentence, and write out a question and answer from the catechism. This occupies from two to two and a half hours, during which I hear all the classes read, and examine the lower ones generally. The master, the pupil-teachers, and the clergyman afterwards conduct the oral part of the examination of the upper classes in geography, grammar, history, and Scripture. The result is most satisfactory, and both managers and teachers consider it a great improvement on previous plans, and that it affords a fair test of each school's actual state, while, as I retain the papers, they will help, in future years, to form the best idea of the school's progress, and also its relation to other schools.* It is to be supposed that at present many of the schools are not equal to very good performances in these various subjects ; but, at the same time, all-schools that receive grants give such promise that by the end of next year I hope to be able to prove most satisfactorily the progress which education has made in my district. I need not, however, confine myself only to hopes. A considerable number of the papers already obtained are so creditable to the young people that have worked them, and to their teachers that I only regret the inability to give them the publicity they

Publique en France, in his interesting and valuable paper, contributed to the Educational Conference, states :—

“ En première ligne il faut placer l'indifférence qui naît de l'ignorance et de l'incurie. Des familles qui n'ont jamais goûté les avantages de l'instruction, et qu'une routine traditionnelle attache à une besogne machinale, ne sentent point le prix de l'enseignement pour leurs enfants. ‘ Nous avons vécu ainsi, nos enfants vivront bien de même !’

“ La seconde cause qui explique les faits dont nous cherchons à nous rendre compte est le désir dont sont animés les parents de tirer parti le plutôt possible du travail de leurs enfants.”

* For the origin of this plan I am indebted to the Rev. J. D. Glennie, jun., lately appointed to be one of Her Majesty's Assistant Inspectors of Schools, who, as Secretary and Inspector for the London Diocesan Board of Education, has for a long time advocated it in the London schools.

deserve; I have more than 4,000 of them. A general adoption of this plan of examination would, I believe, remove many of the wrong impressions that exist respecting the education of the working classes, in the minds both of its advocates and of its opponents. It would prove how much is actually done and how much only attempted; it would also manifest how much is not attempted at all.

There are persons who imagine that, after all the labour and trouble and expense incurred in late years, very little good has been effected. Others again think that nothing *can* be, because nothing, as they suppose, *is* done; while others, being alarmed at the variety of subjects supposed to be taught in schools inspected by the Government, believe that educational progress is immensely beyond what it really is, and that danger to the present constitution of society may result from its excess. An extensive series of the paper actually worked by the scholars would tend much to dissipate these illusions. On the one side it would be found that, far from too much being taught or learned, it is with very great difficulty, and comparatively in few cases, that even an ordinary education is attained by a child of the working classes, and that thus even the most timid have no reason to fear from its excess; while the very large number who have arrived at a certain moderately fair stage of progress is such as would convince the opponents on the other side that, in fact, a very great work has been effected, and is already attended with considerable results. Eleven years have elapsed since the Minutes of 1846 were brought into operation. That period is not so long ago but that most persons can remember what was then the state of schools for the working classes. The buildings since erected prove by contrast how deficient the school accommodation then was, and yet we were told, twenty years ago, that there was no need for interference,—that the country was as well educated as it could be, or as it ought to be. But not only was the accommodation insufficient. In how few schools were there any but the hardest and most unintelligible reading books, and those chiefly confined to religious subjects, treated in a manner which, if it enjoyed the advantage of being deep, possessed also the misfortune of being dry. No geography, no maps, no grammar, no history (except in comparatively few cases); while the apparatus, the fittings, and in many cases the general squalor, excited disgust, rather than inclination to enter them. I shall say nothing of the teachers. Of all the schools in England, notwithstanding all the advantages offered by the Government, comparatively few teachers attended the examinations in 1847, 1848, and 1849. Their assistants in the schools were then only boys and girls

What is
now done in
education.

of ten to twelve years of age ; and with this help a teacher was considered incompetent if he did not manage to educate from 150 to 250 children ; and persons even were found to assert that the teacher *did* educate them. Thank God, such illusions are now dispelled ; that state of things has passed away, let us hope, for ever. At present the schools under inspection are mostly well built, well found, well managed and cared for ; able teachers, ably assisted by competent pupil-teachers, every year increase in number. Better books have been written, more subjects introduced, and we are working, wherever inspection goes, in most places fairly, in some excellently. But, we are now only in our commencement. We have to wait for the harvest. In the meantime there is quite sufficient result to prove that what has been done is a blessing ; and to excite a hope that, when what remains to be done is completed, that blessing will be yet furthered. Many are unreasonable in their demands. They point out all the faults and defects, they propose their own untried remedies, and they taunt us as though *they* had been successful, while our work is a failure. One chief cause of disappointment is that the children learn nothing practically useful. That they are unfit for any labour or work (household work especially, in the case of girls) when they leave school. It is as well to acknowledge, to a certain extent, the truth of this remark, and to do so at once and honestly. I state, moreover, that I do not believe that schools generally, of the common elementary kind, can ever meet this want, and I do not think it reasonable to expect them to meet it.

What ought
to be ex-
pected of
school.

The real use of schools for the working classes is simply this, that, the children are therein trained in habits of cleanliness, obedience, attention, order, propriety of conduct, and general docility of demeanour ; to respect themselves and others while so doing. They also are instructed (I speak of Church schools, having no acquaintance with others) in all the rudiments of religion ; and their conduct, therefore, is based (if the school do its duty) on higher than mere worldly motives. In addition to this, they are taught reading, writing, and arithmetic, and they possess a slight elementary knowledge of grammar, history, and geography. The girls, also, will work and sew well. Whoever looks for more than this, in an ordinary working-class school, will most probably be disappointed. I speak thus openly, for much of the discredit commonly attributed to the education given in our schools arises from misconceptions of what can be done, of what also ought to be attempted. People expect finished workmen, while the school can only prepare for the apprenticeship. The chief complaint is as to the inefficiency of girls when they leave our

schools. I believe that there never was, and never will be, a time when the inefficiency of youth to perform untaught duties was not to be complained of. People want the school to send out a servant. But it takes some years to make a perfect servant; there is no opportunity to make one in a school. The labourer's child is unacquainted with the articles of furniture, the kitchen apparatus, the domestic civilizations and habits, of the upper class. Her brothers and sisters have fed on a more Spartan broth than their children; and her clothes are made in a different fashion, and worn in another mode. The brick floor of the cottage, and its scanty grate and inefficient firing, possess little in common with the comfortable carpets and magnificent kitchen ranges of the wealthier classes.

But, if you take a girl out of a village school, you must expect that you will have to teach her. You must expect that she will make mistakes; you must not be amazed if she is sometimes giddy and misconducted (youth of all classes, unfortunately, are often so); and you must not be surprised if she is ignorant of many matters with which you are familiar, since she has never had the opportunity of learning them. The manager of a village school can hope only to present to you a girl of general good conduct, with general propriety of demeanour, a certain willingness to learn, and an increased power of application (derived from her schooling), so as to learn quickly how to accommodate herself to the new situations to which she has been called. And such girls, I confidently believe, our schools do most frequently turn out; if only they have been well taught by intelligent teachers and well superintended by sympathising yet not too exacting managers. I have been led to these remarks in consequence of the following passage in an address lately delivered by a gentleman possessing such weight and influence, from his character and position, and his general attention to works of charity and religion, as seem to me to make it right to endeavour to correct the impression that he must have made; and also because his are the sentiments (mistaken they can easily be shown to be) of a large class who do not make it their business to inquire accurately into the facts.

What ought to be expected of a village school girl.

"The difficulty of the early age at which children leave school may be met by considering what is best to be done with respect to the peculiar class of society from which the children spring. I should be sorry to advocate lowering the standard of our teaching, but I do advocate a greater adaptation of it to the peculiar circumstances of those we have to train up; we want something more like what is called industrial training, a more familiar common sense grappling with the necessities of the case. You may meet a girl coming out of a school, aye, and her instructress too, who may be able to state the height of every mountain in Europe, and the specific gravity of every mineral, and yet be unable to boil a leg of mutton, or hem a pocket handkerchief; able to pass a first-class examination, but not able to

perform the duties of a domestic servant or a domestic wife. Our peasantry now have a profound contempt for learning, but this is not likely to convert them, or to attract them with the better way."

No fear of
over-education.

As to the idea of over-education, the question is to what extent are the working classes actually educated in schools? From the papers collected by me from all parts of the eastern district, it is manifest that, if a child be well taught at ten years of age, he may be able to write and spell fairly from dictation out of an ordinary reading-book, he may be decently acquainted with the four simple and compound rules, and have a sort of idea of grammar, and a certain knowledge of general geography and map drawing. He will also read fairly and intelligently, and possess a certain acquaintance with the Bible and the History of England, as contained in elementary works. Advancing to the question to what extent the education of such a child can be carried, I hold that enough attention has not been paid to the acquisition of quick, easy, and complete methods of instruction. The art of education is as yet only in its infancy; and I believe that by the present improved and to be improved systems, by the complete education of teachers, the proper furnishing and fitting of schools, the due supply of books and apparatus, and the saving of time and labour (now very frequently most fruitlessly expended), it will ultimately result that the boy finishing at ten years of age will really be better educated than the boy of thirteen is now. Even as the education of the boy of ten is now, it is very far superior to that which the boy of fourteen received only twenty years back. Some result also may be looked for in the improved condition and education of the parents of this class, in the next generation. Indeed, when it is considered that the school-life of a child embraces at the least seven, if not eight, years, it appears to me that a very great deal ought to be, and much more than is now, effected in the time.

Masters and
mistresses.

The teachers, masters, and mistresses in the district are for the most part giving satisfaction to their managers. There was one master registered for pupil-teachers at Easter 1857; and one master registered, and one registered for pupil-teachers, and one mistress for pupil-teachers at Christmas 1856. It is necessary to state that, when managers seeking to have pupil-teachers are informed that they must secure "duly qualified teachers," this definition should be understood to mean certificated teachers, or at least teachers registered for pupil-teachers.

The following letter relates to a painful subject, and may be used as a warning. It is from a clergyman:—

"We waited three months last year for a mistress. She held a first-class certificate and had good testimonials. She came, but so utterly indiscreet was

she in her private life that our committee could not conscientiously allow her to remain in charge of our school, much less of the pupil-teacher; so she went nearly as soon as she came."

It is more grateful to turn to the following from Mr. Evans, the master of St. Matthew's, Ipswich, to whom the managers have behaved very liberally, but not more so than the state of his school warrants:—

"Accept my thanks for the kind interest you took in my welfare. Your correspondence with the Rev. C. H. Gaye, I believe, had its full weight with the committee, who raised my fixed income to 105*l.* and house. It was done unanimously, and with such expressions of satisfaction that the benefit was to me greatly enhanced."

And I must remind managers that it is positively requisite that their schools should be properly fitted and well supplied with books and apparatus, or no grants can be recommended. I have had the pain of being obliged, solely on this account, to decline to recommend some schools for any grant whatever. It seems unjust to masters and mistresses who are anxious to do their duty, and are doing it as well as they can. I acknowledge the injustice and proclaim it. It is the injustice, not of the Government, but, of the managers. They are the responsible parties, and for the neglect they too are the reprehensible parties. They have no right to enter into engagements which they do not perform. I am aware that the neglect is frequently unavoidable, as sources on which the managers had a right to depend often fail just when most wanted. Such cases must be treated as misfortunes.

Schools ill-furnished.

The pupil-teachers, for the most part, have gone on very well, all through the district. Their work on paper has very much improved generally,—there is more style, and greater accuracy; and, I have found, what might be expected as years advance, a greater power of comprehending the drift of the questions set. I have not found, as a rule, that the requirements are at all of too high an order. There are failures in certain subjects, where the teacher has been uncertificated, or only just within the pale of certificate without having been trained. I have often felt the injustice of apprenticing young people to teachers of this kind; but, while we regret their incompetency, we must still remember that incompetency is ordinarily better than nullity. Frequently these teachers have improved from year to year, as they have felt or been made to feel the necessity of improving. Moreover it does not always follow in such cases that the pupil-teacher fails; he is stimulated to more self-exertion as he perceives, from year to year, that less is to be expected from his master, and, whatever deficiencies may be found, he will probably make up at the training college.

Pupil-teachers' papers.

Learning by heart.

The main defect in the pupil-teachers' examinations at present is the omission of all learning by heart, except in the catechism and the articles of the Church. I would venture to propose that a change should be made in this respect, and that a certain portion of poetry should be learnt by heart, by each pupil-teacher, according to his year; *e.g.*—Goldsmith's Traveller and Deserted Village, for the first year; one of Thompson's Seasons, or Cowper's Task (one book), or Marmion (two cantoes), or the Lay of the Last Minstrel (three cantoes), at from thirty to fifty lines a week, for the second year; two books of Milton for the third year; Pope's Homer (*Iliad*), or Dryden's Virgil (two books), either Georgics, or *Aeneid*, for the fourth year; and select passages from Shakspeare for the fifth year. The method of examination will be made easy by writing (say twenty lines), and examining the school by oral quotation to the gallery; and the parsing and grammatical examination may be taken from the books of the several years.*

Pupil-teachers' scheme.

The pupil-teachers' scheme† published by me in 1852 is at present the one in use throughout the district. I hope to be able to draw up a fresh scheme by next year. I am deferring it for the present, because I desire to see some modifications introduced into the new "broad sheet," of which learning by heart, I hope, will be one; and I see no great reason as yet to make a change. It may, however, be advisable for pupil-teachers of the fourth and fifth years to begin algebra at once, as it is a subject that counts in the examination for Queen's scholarships. In every other subject our present scheme is in advance of the "broad sheet." I must here remark that the scheme adopted in this district is not different to that of the "broad sheet," but only a simplification and amplification of it. I have struck out the notes of a lesson from the earlier years, and substituted the description of a picture. This tries the power of observation, and has become a very valuable means of improving the habit of writing

* With reference to learning by heart, the Rev. J. Cautley, of Thorney Abbey, writes to me as follows:—"We go on much as usual, except that an experiment I am trying in the girls' school answers beyond my expectations. The girls learn poetry, in the two first classes; they rehearse it once a week; and I can assure you the improvement it has produced in their reading and intelligence is very great. They now write out what they hear in a manuscript book, which is to be their's on leaving school. The emulation produced is most salutary. Of course I have to read the poetry to them first, and let them question me, about it, as well as I them."

† A severe accident prevented my bringing this subject under the notice of the Lord President and my colleagues this year, at the annual Conference of Her Majesty's Inspectors of Schools. It would be a gratification to myself personally, and a great advantage to the pupil-teachers, if the school-managers and masters and mistresses would think over this subject, as many of the managers of training colleges have mentioned to me the defect.

a description of the events and objects set before our eyes. Few persons are aware of the very excellent education that pupil-teachers in good schools now receive. A young man quitting his apprenticeship at eighteen or nineteen has a very fair knowledge of grammar, geography, and history. He is able to write a very good hand, without defective spelling. He can read generally very intelligently. His mental power has been cultivated by arithmetic and Euclid. He can draw maps, and often he can use his pencil a little in art. He frequently has a practical acquaintance with music, and is well read in the Bible and Church history. While his general conduct has been most carefully superintended by the clergyman and the managers of his school. I am convinced that, for real education, so far as it goes, there is no class in society that has been so well attended to. At the Christmas examination for 1857, just held, fourteen male pupil-teachers obtained the first-class Queen's scholarships, and three were in the second class; of the females, nine obtained first class and one only was in the second class; none failed. William Sanger, of Great Yarmouth, St. Nicholas', stands in the eighth place, being tenth male pupil-teacher,—his master is Mr. Brand; and Thomas Brown, of Kesgrave, in the fifteenth place, having twenty-two above him,—his master is Mr. Kent. Five other of the pupil-teachers of the district are found among the first thirty places. Of the females, Emma Hudson, of Stratford, Christ's Church, was in the eleventh place, having eleven pupil-teachers above her; and Selina Bolton, of Norwich Model School (Miss Barnacle, mistress), and Sarah Green, of Littlebury (Mr. Hooper, master) were in the eighteenth place, having twenty-five pupil-teachers above them. The total number of candidates for all England was—males, 615; females, 620; of failures, the numbers were—males, 90; females, 112. Of these latter, 53 males and 70 females were not pupil-teachers. This proves the great superiority of the pupil-teachers over the other candidates. I have to remark that two or three of my candidates seem to me to have lost ground by having gone out as assistant masters. I feel sure that they would have stood higher in the list had they proceeded at once to training, on leaving their schools; and, in respect to the female pupil-teacher who is found in the second class, I have to remark that there have been difficulties in her case, in frequent changes of mistresses, during the last two or three years.*

It is very desirable indeed that pupil-teachers should be

Pupil-teachers

* I am happy to congratulate William Male, pupil-teacher of St. Paul's, Cambridge, and Mr. Dixon, his master, on being first pupil-teacher and Queen's scholar of his year. The school belonged once to my district.

should
learn to play
on a musical
instrument.

encouraged to learn to play upon some musical instrument. Harmoniums might be introduced into every school; they cost only six guineas. In the Educational Museum there are (I am told) very excellent violins,* of which the price is only 3s. The difficulty in all these cases is the teacher; but even the slightest knowledge of and power in manipulation of an instrument will be of value.

Infants'
schools.

I have the pleasure to report upon several very good infants' schools. At Lowestoft there are two. Those at Ipswich in the parishes of St. Matthew's, St. Peter's, and St. Clement's; also those at Lakenham, St. Mark's; Norwich, St. Stephen's; Lynn, St. John's; Halesworth; Bures; and Fakenham, deserve high commendation. But the one that seems to me, in discipline, conduct, intelligence, and information, the very perfection of an infant school, is that attached to the girls' department of the Wanstead Orphan Asylum. I think I have never seen any infants' school so complete as to discipline, and all other respects; since, with most excellent order, there is life, and also information. In too many of our infants' schools everything is sacrificed to order and method; the pupils are mere automata; but here the child seems to be so educated as to be able to act intelligently, in the mass as well as on its own individual responsibility. This may be considered to be the highest effort of training.

Night
schools.

The night schools inspected are mere apologies for schools, and not confined to adults; many of the scholars are mere boys, of eleven to fourteen years of age. I cannot think that this is what the Committee of Council understands by night schools; and the effect must be injurious to the assistant master who conducts them. It seems to me that night schools especially require to be instructed by men of experience and tact. I consider the proper mode of conducting these schools to be a subject still in its infancy, and to which a great deal of attention must be paid. At present, the attendance seems to be of a very dilettanti sort. It is more a matter of pleasure than of work—a thing taken up for two or three months, and then laid aside. These schools, moreover, ought not to be held in the ordinary school-rooms. Boys' desks are not large enough for men; and, as they come mostly in work-a-day clothes, and are careless about dirt and ink spots, both the books and apparatus suffer much from their untidy habits; and I confess to a belief that clean and neat schools, and books neither torn nor dog's-eared, possess an educational power not so lightly to be thrown aside.

Art schools.

I regret that progress in art is not great in these counties, and that the value of drawing is much underrated. However,

in some schools, the subject has been attempted, and with a certain amount of success. Schools of Art are established in Norwich and Yarmouth, and I hope that, before the year is out, the exertions of my colleague, Mr. Campbell, will have induced the inhabitants of Ipswich to form a similar school in that populous, thriving, and industrially active community. To the School of Art at Yarmouth has been added a School of Navigation, which will, doubtless, be well attended and much patronized in that populous and very rising seaport.

An attempt also has been made to establish a middle-class school in Suffolk,—at present, I fear, not with success. Archdeacon Hankinson writes thus:—

Middle-class school.

"We are just now making a move to establish for the Dunwich hundred a middle school for the children of farmers, tradesmen, clerks, &c. I think there is a fair prospect of its success, if we can only work it properly, inasmuch as a requisition containing nearly seventy names of people in this rank has been got up, stating the wish that there is for such a school, and expressing a desire to see it established. The committee of management consists of three clergymen and six laymen, taken from the class to be benefited, and who are most earnest about the establishment of such a school."

The Norwich training college is progressing satisfactorily.

Norwich and Hockerell training colleges.

The following will show the state of that at Hockerell:—

"When the last report was issued, the committee were about to make their appeal to the diocese on behalf of the training college. It will be remembered that the fund raised for four years was on the point of expiring, and the future maintenance of the institution demanded the anxious consideration and the most earnest exertions of the committee.

"The appeal was sent forth accompanied by a letter from the Rev. F. C. Cook, Her Majesty's Inspector of Training Colleges for Schoolmistresses, who kindly consented to place on record the opinion which he had previously expressed in his conferences with the committee. It had been calculated that a maintenance fund of about 600*l.* a year would be required in subscriptions or donations to carry on the institution efficiently. The appeal was circulated in the first instance among the laity and clergy of the two counties, and was commended to their notice by the Lord Bishop of the diocese. At a subsequent period, the diocese was canvassed by sub-committees appointed for that purpose. The result has been that a sum of 531*l.* 8*s.* 6*d.* has been raised in annual subscriptions, and 518*l.* 9*s.* 11*d.* in donations. A sum of 418*l.* 16*s.*, derived from the latter source, has been invested, and it is proposed to apply the interest only to the annual current expenses, reserving the capital for any extraordinary claims which may arise. The committee desire to take this opportunity of offering their most sincere thanks to all those who have come forward to sustain the training college at this anxious period, whether by their own pecuniary contributions or by their personal exertions in their own neighbourhood and among their friends. The kind support which has been thus afforded will be a fresh encouragement to the committee to spare no pains to make the institution as efficient as possible, while at the same time they administer the funds placed at their disposal with a due regard to economy."

As a proof of the progress which the system of parallel desks is making, I may mention that Mr. Atkins, of Norwich, has already fitted up 134 schools with his desks, and I believe Mr. Leverett, of Ipswich, has completed nearly as many.

Bishop of
Norwich.

I have only, in conclusion, to mention that the Bishop of Norwich, among his first acts, summoned a meeting of the diocesan inspectors, and that the views of the entire body coincided with his own, on the necessity as well as possibility of yet further improving the schools of the diocese, and enabling a much greater number to avail themselves of the benefits offered by the Government.

I have the honor to be, &c.

M. MITCHELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. M. MITCHELL AND REV. W. CAMPBELL.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools <i>actually inspected between 1 Sept. 1856 and 31 Aug. 1857.</i>	Number of Children								Number of <i>Certificated Teachers.</i>	Number of <i>Pupil-Teachers.</i>		
		No. of Schools, i.e., <i>institutions</i> held in separate buildings, and separa- tely man- aged.	Number of School-rooms in which separate Teachers are employed.				Present at <i>Examination.</i>		In <i>Average Attendance.</i>			For whom <i>accommoda- tion</i> is provided, at 8 square feet of superficial area per Child.	
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.				Female.
Annual Grants .	153	66	84	88	85	10,903	9,143	9,925	7,638	27,060	146	205	
Simple Inspection	61	5	6	7	51	1,983	2,075	1,181	1,048	3,614	—	—	

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	6'71	6'56	8'65	11'63	13'13	12'94	11'83	10'38	7'46	5'67	3'34	1'6
Simple Inspection	4'15	7'26	10'39	13'27	13'68	13'97	11'93	9'83	6'88	5'30	2'96	1'14

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	37'11	22'65	15'9	11'36	6'46	6'54
Simple Inspection	33'55	21'74	12'62	11'46	7'15	6'45

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 267 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy scriptures	151	40	142	36	7	6	2	1
Catechism	181	40	142	33	7	6	2	1
Reading	167	51	91	20	70	29	—	1
Writing	166	30	90	19	74	23	2	3
Arithmetic	171	49	103	15	65	30	3	4
Geography	130	30	79	9	48	20	3	1
Grammar	108	13	70	5	36	8	2	—
History	96	11	60	5	33	5	3	1
Music from Notes	5	—	5	—	—	—	—	—
Drawing	1	—	—	—	1	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly.	Moderate.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	184	38	—	181	49	—	174	56	2	174	13	2	136	96	—	173	39	—	132	10	—
Simple Inspection	46	20	2	29	36	3	27	36	5	33	6	6	18	40	4	25	41	1	30	7	—

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 140 (Annual Grants) + 40 (Simple Inspection) = 180* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 1,03 7 5	£ s. d. 6,464 15 9	£ s. d. 4,571 12 2	£ s. d. 2,438 6 2	£ s. d. 14,480 1 6	£ s. d. 0 17 7
Simple Inspection	10,04 5 4	1,182 3 10	520 9 6	309 11 10	3,086 10 6	1 5 0

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 140 (Annual Grants) + 40 (Simple Inspection) = 180* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 11,233 15 6	£ s. d. 1,081 9 0	£ s. d. 3,628 11 6	£ s. d. 15,943 16 0	£ s. d. 0 19 4½	10,466
Simple Inspection	1,976 9 10	112 16 4	11,186 17 3	3,276 16 5	1 6 6½	2,469

* The number of schools inspected during the year was 214; but from 34 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY e.
Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emol- uments (including Government grants and all professional sources of income)	Annual Grants.	£ s. d. 89 9 2	£ s. d. 50 16 9	£ s. d. 56 17 7½	£ s. d. 33 11 7½	£ s. d. 30 9 2½	£ s. d. 30 1 7
	Simple Inspection	—	47 19 6½	—	29 11 9	—	31 0 0
Number on which ave- rage is taken	Annual Grants.	75	31	58	47	10	3
	Simple Inspection	—	23	—	25	—	3
Number provided with house or rent-free	Annual Grants.	47	16	33	22	4	7
	Simple Inspection	—	7	—	9	—	2

SUMMARY f.
School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Four- pence.	Over Fourpence.
Annual Grants.	136	20,150	53·28	39·53	4·99	·86	1·34
Simple Inspection	34	2,018	80·08	11·05	3·68	2·05	4·16

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. J. J. BLANDFORD, B.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of NORTHAMPTON, RUTLAND, LINCOLN, NOTTINGHAM, LEICESTER, and DERBY.

MY LORDS,

I HAVE the honor to present to your Lordships a report upon the general progress and condition of the schools inspected by myself and my colleague, the Rev. H. B. Barry, between 31 August 1856 and 31 August 1857.

All the schools on my list, both those to whom annual grants are conditionally payable, as well as those which are cases of simple inspection, have been visited, and reports made upon them during the past year.

The total number of schools inspected is 551, consisting of 114 boys', 104 girls', 70 infant, and 263 mixed schools.

It is now more than ten years since I had the honor of being appointed one of Her Majesty's Inspectors of Schools, at a time when, notwithstanding your Lordships' measures for the improvement of elementary schools, and the principles upon which those measures were founded, were beginning to be appreciated and better understood by a few earnest friends of education, yet by a considerable number they were still viewed with distrust and alarm, as being the first step towards taking power out of the hands of the local managers of schools and transferring it to a central board in London. Subsequent events, and the experience of those who, anxious to establish new schools or to improve existing ones, had sufficient courage to accept aid from the Parliamentary fund, have completely shown how groundless were the fears thus felt by many well-wishers to education. So far from the authority of the local managers being superseded or diminished by the connexion of a school with the Committee of Council on Education, or by the reception of annual grants, the very reverse is the fact, as shown in the increased power which the managers possess in the latter case over the teachers and apprentices, whose certificates as to character, conduct, and attention to duty must be signed by the local committee before any of the Government allowances can be obtained.

Upon reviewing the state of the schools which I have been in the habit of visiting during the last ten years, and comparing their past with their present condition, there is abundant cause for satisfaction in their generally improved condition; there are, doubtless, many exceptions to this,

Annual inspection.

Number of schools inspected.

Fears originally entertained as to inspection.

Progress made in schools under inspection, during last ten years, satisfactory.

arising from want of funds to secure the services of competent teachers, or from the supineness of managers; yet, notwithstanding these drawbacks, the results produced, though of slow growth, are encouraging. Everything that is good and of worth is of slow growth; it is an element which is essentially bound up with the progress of education, and any attempt at forcing must be attended by signal failure.

Periods at which schools in East Midland district are inspected.

The following are the periods at which the schools under inspection in my district are examined:—

Northamptonshire and Rutland, in November and December.

Lincolnshire, in January and February.

Nottinghamshire, in March and April.

Leicestershire, in May and June.

Derbyshire, in July, August, September, and October.

A longer time is allotted to the inspection of schools in Derbyshire, because there is more work to be done in it than in the other counties, on account of the greater number of schools; and, at this period of the year, I generally take my vacation.

NORTHAMPTONSHIRE.

Description of schools.

In this county the number of schools that have been visited is 79.* Of these there are 15 boys' schools, 13 girls', 40 mixed, 11 infants'.

Number of certificated teachers and apprentices.

Thirty certificated teachers (19 masters, 11 mistresses), assisted by 35 apprentices (16 boys, 19 girls), are engaged in a portion of these schools, the majority of which have been visited by Mr. Barry, the rest by myself.

Amount of annual grants.

Upon referring to the detailed statement of annual grants conditionally payable from the Parliamentary fund in the year ending 31 October 1857, it will be seen that 974*l.* 10*s.* have been paid to schools connected with the Church of England during the past year for augmentation of salaries of teachers, for stipends to apprentices; and gratuities to teachers instructing them. This sum is independent of the capitation grant, which amounts to 202*l.* 8*s.*; neither does it include building grants. The sum therefore paid from the Parliamentary fund towards the annual support of schools in this county during the past year, is 1,176*l.* 18*s.*

Character of instruction.

The character of the instruction given in 10 of these schools may be termed good, in 31 very fair, in 25 moderate, in 6 improving, and in 7 bad. Amongst the latter I particularly allude to the schools at Burton Latimer, Cogenhoe, and Gayton, near Blisworth. At the former place there is a large population, and funds would no doubt be forthcoming

* *i. e.* School-rooms in which separate teachers are employed.

if suitable efforts were made to raise them. In the two latter schools there has been scarcely any improvement; and, as far as I can judge, no efforts have been made for that purpose. An association has recently been formed in this county for the distribution of prizes for proficiency in needle-work, in which the girls are notoriously deficient.

RUTLAND.

In this county 19 schools have been visited. Of these 5 are boys' schools, 4 girls', 8 mixed, 2 infants'. There are 9 certificated teachers (3 masters, 6 mistresses), and 8 apprentices (3 boys, 5 girls).

Description of schools.
Numbers of certificated teachers and apprentices.
Character of instruction.

In 2 of these schools the character of the instruction is good, in 6 very fair, in 5 moderate, in 4 improving, in 2 bad. The school at Clipsham is in a very unsatisfactory state, the buildings are good, the supply of reading books very defective, and the school generally is in an inefficient state.

At Oakham the schools are in good working order, and are conducted with considerable vigour.

At Uppingham new buildings, and especially an infant school, are needed. The present building, being at one end of the town, is inconveniently situated in reference to the population.

New school-rooms have been erected at Ketton, where for a long time they have been greatly required.

The annual grants paid to teachers, &c., from the Parliamentary fund for the past year amounted to 213*l.*, the capitation grant was 40*l.* 18*s.*, making a total of 253*l.* 18*s.*

LINCOLNSHIRE.

In Lincolnshire 124 schools have been visited. Of these, 18 are boys' schools, 19 girls', 80 mixed, 7 infants'. 45 certificated teachers (32 masters, 13 mistresses), assisted by 43 apprentices (31 boys, 12 girls), are engaged at various parts of the county, and generally are doing their work in a satisfactory manner.

Description of schools.
Number of certificated teachers and apprentices.

The annual grants paid to teachers, apprentices, &c., for the past year amounted to 1,858*l.* 10*s.*, the capitation grants to 317*l.* 6*s.*, making a total of 2,175*l.* 16*s.*

Annual grants.

Of these 124 schools, the character of the instruction given in 12 is good, in 45 very fair, in 32 moderate, in 24 improving, in 11 bad. Amongst the latter I wish to notice the school at Donnington-on-Bain. Its condition has already been made the subject of a special report, which has been submitted through your Lordships to the Lord Bishop of the diocese. For a number of years the state of this school has been most

Character of instruction.

unsatisfactory, and I regret to say that there did not seem to be much prospect of its being placed on a better footing, in consequence of a difference of opinion between the clergyman and a considerable number of his parishioners in reference to the future management of the school.

At Fillingham, new buildings and, above all, a competent teacher are required. The present building is wholly unsuited for school purposes, there are no offices properly belonging to the school, and the arrangements made in place of them are subversive of decency. I have made strong representations on the subject to the incumbent, who is anxious to have new buildings, and to make the school really efficient; but I regret to say he has not been able to impress the necessity of the case upon the minds of those parties whose co-operation and assistance might reasonably have been expected.

I cannot report favourably of the schools at Willoughton and Marton. It is useless to expect improvement in either unless competent teachers and a proper supply of books and apparatus are provided.

At Epworth there are two school-rooms, but only one is used; there is an endowed school in the village, but it is not under inspection.

New school buildings are urgently needed at West Butterwick; your Lordships cannot continue the payment of annual grants to this school unless the managers will undertake to erect suitable premises.

At Belleau, in the east of Lincolnshire, new schools have been established; they were inspected in the beginning of the year, and promised to be very efficient.

I regret that the managers of the schools connected with the church at Louth have not put them under inspection in order to avail themselves of the pecuniary assistance afforded by your Lordships. The establishment of efficient schools in one of the largest towns in the county would give a great impetus to schools in the neighbourhood.

Considerable improvements were about to be made in reference to the school buildings at Grantham. The managers contemplated selling the present building and erecting new ones for boys and girls, with houses for the teachers, on a piece of ground well adapted to that purpose near the church. The building new schools for infants; and placing those already used for that purpose in proper repair, formed a part of the scheme. When these arrangements are carried out, Grantham will be well provided with elementary schools.

At Grimsby there are no schools under inspection. It is an important place, and during the last few years the number of its inhabitants has greatly increased.

In Stamford there is no boys' school under inspection, and only one for girls.

NOTTINGHAMSHIRE.

The number of schools that have been inspected in Nottinghamshire is 82; viz, 21 boys', 19 girls', 27 mixed, and 15 infant schools. There are 42 certificated teachers (26 masters, 16 mistresses) and 56 apprentices (35 males, 21 females).

Description of schools.

Number of certificated teachers and apprentices.

Annual grants.

The annual grants paid to these teachers and apprentices during the past year amounted to 1,449*l.* 10*s.*, and the capital grants to 300*l.*, making a total of 1,749*l.* 10*s.*

The character of the instruction given in these 80 schools may be thus described; in 10 it is good, in 35 very fair, in 14 moderate, in 15 improving, in 8 bad. Amongst the latter, that is, amongst those of which, after several inspections, I have been able to report scarcely any improvement, may be mentioned the girls' school at Old Radford, and those at Besthorpe, and Newthorpe-in-Greasley.

Character of instruction.

At Barnby-in-the-Willows the school had been closed for nearly three years; it is now open, and conducted by a mistress somewhat inferior to the ordinary class of teachers in dames' schools; there is great difficulty in raising funds in this place. The National school at Sutton Bonnington has been for some time in a most inefficient state; but I am glad to be able to report that measures have been taken to make an endowed school in the parish really efficient, and I trust that corresponding efforts will be made on behalf of the National school.

I have again to comment upon the deplorable state of education in Arnold, a large manufacturing village near to Nottingham. My colleague, Mr. Barry, visited it this year; he bears testimony, like myself, to the exertions of the mistress, but he reports most unfavourably of the premises, the room, and the general inadequacy of the means of instruction.

A school for girls and infants is greatly needed at Carrington.

At Sneinton there is a very good boys' school, but there is only accommodation for eighty, with a room upstairs for girls; there are neither class-rooms nor playground. I have no hesitation in saying that, if the boys' school could be enlarged the number of scholars would be doubled; the premises are bounded on one side by property belonging to Lord Manvers, who, by granting a portion of his land as a site for a teacher's residence and for increasing the school accommodation, would add another benefit to those which his liberality has already conferred upon Sneinton; the population, which is increasing, is upwards of ten thousand.

Schools in
Nottingham
and its out-
skirts.

The schools connected with the church in Nottingham and its suburbs are, with one or two exceptions, doing well. There is a great amount of energy, and a disposition on the part of the managers to avail themselves of every means of improvement on behalf of their schools. The average number of children in attendance at St. Mary's schools, Trinity, St. John's, and Rutland Street, (the only schools under inspection in Nottingham with which I have any official connection,) is 1,286; of these 453 are boys, 244 girls, 589 infants. The population of Nottingham proper may be roughly estimated, according to the last census in 1851, at 58,000.* The suburban population is also very large, and of late years has been rapidly increasing. The schools under inspection in the outskirts of Nottingham are those of Hyson Green, Old Radford, New Radford, Basford, Lenton, Carrington, and Sneinton. The average number of children in attendance is 962; these consist of 531 boys, 235 girls, 196 infants. The total average number therefore of children in attendance in the schools indicated above is only 2,248. The following Table, compiled from the returns of the managers of boys' and girls' schools which have been inspected in Nottingham and its outskirts during the past year, shows the ages of the children who are on the books, the number of those who have remained from one to five years under instruction, and the average attendance in each school.

Boys.

	Number on the Books aged												Who have been in the School						
	Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.	Less than 1 year.	1 year.	2 years.	3 years.	4 years.	5 years and over.	Average attendance.
Nottingham, St. Mary's	-	-	-	40	45	43	27	14	7	-	1	-	113	64	-	-	-	-	114
Nottingham, Trinity	-	-	-	3	26	53	67	52	43	22	10	6	112	65	60	30	16	4	128
Nottingham, St. John's	-	-	1	12	33	41	17	18	16	8	5	2	109	23	11	7	-	-	101
Lenton	-	-	-	3	22	41	31	29	16	7	4	-	87	35	24	9	6	1	135
Basford	-	3	13	26	25	14	9	2	1	2	1	-	64	25	5	2	-	-	82
Old Radford	-	9	7	9	14	10	21	14	5	1	-	-	54	17	2	-	-	-	53
New Radford	-	-	-	-	22	27	24	15	7	8	3	1	70	24	5	1	7	1	83
Carrington	-	-	3	21	16	16	7	11	1	2	1	-	49	8	15	4	1	1	50
Sneinton	-	-	-	13	22	20	20	15	4	8	2	-	46	24	16	8	7	3	80
Hyson Green	-	2	12	19	22	17	16	15	7	3	2	-	55	33	12	15	-	-	94
	12	22	51	153	237	293	225	175	104	59	28	9	759	318	150	76	39	11	984

N.B.—This table does not include returns from infants' schools.

* The population of Nottingham and its suburbs has greatly increased since that period.

GIRLS.

	Number on the Books aged											Who have been in the School							
	Under 4.	Between 4 and 6.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.	Less than 1 year.	1 year.	2 years.	3 years.	4 years.	5 years.	Average attendance.
Nottingham, St. Mary's	-	-	7	31	23	14	9	6	2	-	-	-	54	19	7	7	5	-	80
Nottingham, Trinity	-	-	2	7	25	19	22	9	2	-	-	-	51	18	9	8	15	1	84
Nottingham, St. John's	-	-	3	10	23	14	10	8	6	-	-	-	59	15	3	2	4	-	46
Nottingham, Girls' Sch.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
of Industry	-	-	1	26	30	11	6	4	2	-	-	-	26	12	4	7	2	-	51
Lenton	-	-	1	5	20	19	12	11	3	-	-	-	42	25	4	7	2	-	63
Basford	-	-	14	15	19	13	6	3	2	-	-	-	70	11	8	-	-	-	47
Old Radford	-	-	12	7	8	18	10	8	17	-	-	-	51	12	-	-	-	-	55
Hyson Green	-	-	21	17	11	9	13	10	4	3	-	-	58	5	-	-	-	-	39
	47	39	51	118	157	101	83	47	21	12	9	3	466	118	33	26	29	5	479

N.B.—This table does not include returns from infants' schools.

From these returns the following results may be gathered:—

BOYS.				GIRLS.			
Number on the Books.	Number on Books aged Ten Years and upwards.	Number who have been Two Years and upwards at School.	Average Attendance.	Number on the Books.	Number on Books aged Ten Years and upwards.	Number who have been Two Years and upwards at School.	Average Attendance.
1370	375	296	364	688	92	96	479

When, therefore, the early age at which the children are taken away from school, the actual time during which they are under instruction, and the average number in attendance, are placed side by side with, the enormous population concentrated in Nottingham and its outskirts, the comparison, after making every allowance for the number of children who receive instruction in other schools, is anything but satisfactory, and may well excite feelings of anxiety and alarm in the minds of those who know how much the safety and welfare of a community, especially a manufacturing one like that at Nottingham, depend on the education of its artizans and operatives.

LEICESTERSHIRE.

The number of schools under inspection in Leicestershire is 107. Of these 24 are boys' schools, 17 girls', 51 mixed, 15

Description of school.

Number of
certificated
teachers and
apprentices.
Annual
grants.

infants'. There are 42 certificated teachers (26 masters, 16 mistresses), and 53 pupil teachers (24 boys, 29 girls).

The annual grants for augmentation of teachers' salaries, for stipends to apprentices, &c. amounted last year to 1,401*l.* 10*s.*, the capitation grant to 353*l.* 1*s.*, making a total of 1,754*l.* 11*s.*

Character of
instruction.

The character of the instruction in 9 of these schools is good, in 46 very fair, in 30 moderate, in 14 improving, in 8 bad.

Schools in
Leicester.

I have to report the building of two new schools in Leicester, one in the parish of St. John, and the other in Laxton Street; also the entire re-organization of St. Mary's old schools, and those in the parish of St. Martin; the two latter have been thoroughly altered and repaired, and I have no doubt of their being made efficient from the energy and determination displayed by the managers.

The new schools in Laxton Street, which were built by the persevering energy of the Rev. Canon Fry, have been made over, at a considerable sacrifice on his part, to the parish. For a great number of years St. Mary's old schools, as they are called, were the only means of instruction provided for the labouring class in this populous and rapidly increasing parish. The accommodation provided in them was utterly inadequate to the educational wants of the district, and the schools themselves were thoroughly inefficient. I went over the premises before any alterations had been made, and could scarcely have believed it possible that such a state of things could have been permitted to exist for such a lengthened period, did not daily experience show that even men of undoubted piety find it far more popular, as undoubtedly it is far less laborious, to prevail upon others to assist in promoting missions amongst the Roman Catholics in Ireland, or among the savages at Boro-boola-gha, than to establish and support schools for the purpose of Christianizing the young heathens who are living within a stone's throw of their own doors. Yet the labour and anxiety attendant upon providing a school where suitable instruction might be given to the children in this part of the town did not go unrewarded, for it was encouraging to see how readily the poorer class of inhabitants availed themselves of this means of instruction for their children when the schools were opened. The following fact also is worthy of note—within ten minutes' walk of the foregoing schools are those in Knighton Street, which are admirably well attended, but by a different class of children from those who flocked into the Laxton Street school. The parents of the latter children, though so near, would not send them to the Knighton Street school, but as soon as one was opened in their immediate neighbourhood they availed themselves of it. Nothing shows more plainly the necessity for promoters of schools to bear in mind how im-

portant an element in the success of a school as to numbers is its situation, in reference to the school population. Parents who are anxious for the education of their children do not mind sending the elder ones long distances to school—there is no difficulty with parents of this kind; but the difficulty is to bring under instruction those whose parents do not care for their education, and we greatly increase that difficulty by establishing schools in situations where due regard has not been paid to the position of the building, in reference to the surrounding population.

In the appendix at the end of my tabulated reports for the past year, I have informed your Lordships that the room intended for a girls' school in Curzon Street, Leicester, has never been applied to that purpose, but is used as a place for divine worship. I trust that the managers will see the necessity of opening the girls' school, and will no longer incur the responsibility of depriving the inhabitants of this part of Leicester of a means of education for their children of which I feel sure they would gladly avail themselves.

Considerable additions have been made to the infant school in Emmanuel parish, Loughborough; the school is popular and very thriving.

I regret to report that the school in the parish of Holy Trinity, Hinckley, is still closed; there are two rooms and a teacher's residence. In my report for 1855–6 I stated, "this school has been closed for a year. The Scripture reader lives in the master's house, and the school-room is used every evening as a reading-room in connexion with a Young Men's Christian Association."

School
closed in
Hinckley,
Holy Trinity

My colleague, Mr. Barry, who visited this school last May, reports, "These schools, to the great disadvantage of the district in which they are situated, have now been closed for two years. They are still used for the purposes mentioned in the last report." There are two more schools in Hinckley, one an endowed school of long standing; the other has been recently built, but there is abundant room for all three, and little credit is reflected upon the managers of the Holy Trinity school for allowing it to remain empty.

The school at Scalford, near Melton, received in 1846 a grant of 20*l.* towards the building from the Parliamentary fund, and, therefore, in accordance with the provisions of the trust deed, it is legally liable to inspection. My colleague, Mr. Barry, last April forwarded the usual notice of inspection, to which the incumbent, the Rev. T. F. Salmon, sent the following reply:—

Inspection
of school
refused by
incumbent
of Scalford.

"The Vicar of Scalford, Leicestershire, presents his compliments to the Rev. H. B. Barry, and begs to say that, as the Government throws the burden of country schools upon the incumbent, whilst it helps others, he does not intend to have his school interfered with under such circumstances.

"21 April 1857."

Mr. Barry represented to Mr. Salmon that the school was liable to inspection, and that he (Mr. Barry) had no alternative as to visiting it. Mr. Salmon then addressed to him the two following letters:—

“ Scalford Vicarage, Melton Mowbray,
“ REV. AND DEAR SIR, “ 23 April 1857.

“ You must please excuse my absolutely declining to have my schools inspected. Year after year I earnestly solicited aid in a former large parish in the county and got none, and I am come here and find some 15*l.* to 20*l.* per annum devolving upon the incumbent without any way of my getting Government help, and therefore I have fully made up my mind to act independently in the matter, and not admit any inspectors whilst I have to support the schools.

“ I am, &c.

(Signed) “ THOS. F. SALMON.”

“ DEAR SIR,

“ Scalford V., Melton, 29 April 1857.

“ You are labouring under a mistake, first, in supposing these schools are under managers, and, secondly, in fancying they have been regularly visited. I know nothing about the grants you speak of, and do not consider myself bound under existing circumstances by any arrangement my predecessor made. These schools are supported by the vicar, with certain contributions, and no one has a voice in their management but myself and I decline having them inspected.

“ Very faithfully yours,

“ *The Rev. H. B. Barry.*

(Signed) “ T. F. SALMON.”

Mr. Barry, in the performance of his duty, visited the school, and reports that Mr. Salmon absented himself on the occasion, and gave the children a holiday. Mr. Salmon refused to allow the school to be inspected, on the ground that “the Government throws the burden of “country schools upon the incumbent, whilst it helps others.” Supposing such to be the case, it would not invalidate the right of inspection; but it is scarcely necessary to state how unfounded such a statement is; for by far the greater number of the schools in my district, receiving annual aid from the Parliamentary fund, is situated in country parishes, and the total amount paid during the past year towards the annual support of schools in my district was upwards of 10,000*l.*; and, if Mr. Salmon will refer to the volume of Minutes of the Committee of Council on Education for the year 1856–7, he will see how large a number of the schools, thus aided, come under the denomination of “country schools.” Mr. Salmon is also in error in supposing that no one has a voice in the management of the school but himself, for it appears from the trust deed that the trustees of the property are the Vicar of Scalford and the Rector of Waltham, and that the managers of the school are the Vicar of Scalford and the Duke of Rutland. Mr. Salmon does not appear to have consulted either his co-trustee or his fellow manager, both of whom, in their several characters, have equal rights in the matter with himself. Although your Lordships might be justified in adopting more stringent measures in a case like this, yet, as a similar instance has not

occurred in my district, nor, as far as I am aware, in any other, it appears sufficient to place the facts of the case upon record. It is to be hoped that Mr. Salmon will come to a more rational and just determination, and will no longer incur the odium of being the first clergyman in my district who, after his school has received aid from the public funds, repudiates one of the principal conditions upon which that aid was granted.

DERBYSHIRE.

There are more schools under inspection in this county than in any others of which the East Midland district is composed. The number is 140; of these 31 are boys' schools, 32 girls', 57 mixed, and 20 infants'. Description of schools.

The number of certificated teachers engaged in them is 68 (37 masters, 31 mistresses); and 119 apprentices (60 males, 59 females). Number of certificated teachers and apprentices.

The grants paid on account of augmentation salaries, &c., for the year ending 31 Oct. 1857, were 2,775*l.*; the capitation grants amounted to 574*l.* 5*s.*, making a total of 3,349*l.* 5*s.*

In 14 of these schools the character of the instruction is good, in 64 very fair, in 34 moderate, in 12 improving, in 10 bad. Character of instruction.

The schools in Derby are doing well with one or two exceptions; I allude particularly to those in Siddal's Lane and in Bag Lane, in the parish of St. Peter's; the latter, I understand, is closed. The building in Siddal's Lane is a large airy room, and with proper alterations and repairs might be made into a good school-room; but until these repairs are effected it is not probable that any competent teacher will be induced to take charge of it.

At Whitfield, I regret to say, no improvement has taken place. Mr. Barry reports thus of it at his last examination: "With very fair buildings and a large surrounding population, this school continues in a most inefficient state. The reading was moderate, the discipline bad, and the religious knowledge lamentably defective." There is a large room for boys, which, when I visited the school one year and a half since, had never been used as a day school.

At Staveley (Church school) no improvement seems to have taken place.

New buildings are greatly needed at Clown. At Ashbourne, also, considerable repairs are required both in the boys' and in the girls' schools.

Upon the whole the schools that have been inspected in Derbyshire are, with exceptions, fairly efficient, and are making satisfactory progress, to which the establishment of an efficient training institution at Derby, for mistresses, has in no slight degree contributed.

370 *Schools inspected in Northampton, Rutland, Lincoln,*

Capitation
grants.

The following tables exhibit, in a detailed form, some of the results indicated in the foregoing observations :—

LIST of SCHOOLS in Counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby, which have received Capitation Grants, with Amount of Grant, Number of Children on whom such Grants have been claimed, and Average Attendance, from 31 August 1856 to 31 August 1857.

SCHOOL.	Grant.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
NORTHAMPTONSHIRE.			
Broughton - - - -	£ s. d. 1 4 0	6	27
Brayfield - - - -	3 10 0	14	41
Brington - - - -	5 16 0	19	73
Bugbrook - - - -	16 3 0	73	72
Chipping Warden - - -	12 3 0	45	47
Croughton - - - -	10 0 0	40	87
Eydon - - - -	10 2 0	37	65
Finedon - - - -	2 14 0	9	43
Harleston - - - -	6 2 0	23	56
Harpole - - - -	11 1 0	39	70
Kilaby - - - -	3 8 0	12	43
Kettering - - - -	14 14 0	40	119
Middleton Cheney - - -	5 8 0	18	57
Northampton, All Saints' -	19 0 0	66	363
" St. Sepulchre's -	17 12 0	64	250
" South Quarter -	7 16 0	23	83
" St. Giles' -	14 4 0	52	129
" St. Katharine's -	10 14 0	37	161
Oundle - - - -	9 4 0	34	191
Peterboro' - - - -	4 0 0	16	242
Rockingham - - - -	8 8 0	29	64
Thornhaugh - - - -	9 5 0	37	114
Total - - - -	202 8 0	746	2,427
RUTLANDSHIRE.			
Cottesmore - - - -	2 2 0	7	45
Exton - - - -	7 5 0	29	91
Hambleton - - - -	1 5 0	5	13
Oakham - - - -	23 4 0	62	199
Uppingham - - - -	7 2 0	26	79
Total - - - -	40 18 0	140	432
LINCOLNSHIRE.			
Alkborough - - - -	3 8 0	12	40
Bassingham - - - -	11 6 0	42	72
Bennington (Long) - - -	6 19 0	24	96
Boston, West Church - -	1 10 0	6	195
" National - - - -	24 10 0	98	278
Brigg - - - -	23 5 0	100	134
Brooklesby Park - - -	12 7 0	44	89
Butterwick (West) - - -	0 6 0	1	84
Claypole - - - -	12 13 0	45	64
Colsterworth - - - -	5 8 0	19	71
Covenham, St. Mary's - -	1 3 0	4	42
Gainsborough - - - -	9 10 0	33	142
Harmston - - - -	13 4 0	47	86
Horncastle - - - -	15 6 0	66	309
Halton Holgate - - - -	1 4 0	4	36
Laceby - - - -	6 9 0	23	73
Lincoln, Miss Cookson's School -	9 10 0	36	119
" North District - -	3 1 0	11	209
" Central - - - -	11 6 0	40	154
Messingham - - - -	2 2 0	7	23
Owston - - - -	1 14 0	6	33
Partney - - - -	6 0 0	22	52
Pinchbeck (East) - - -	6 17 0	24	95
" (West) - - - -	4 9 0	15	80
Rasen (Market) - - - -	3 6 0	11	40
Roulstone - - - -	2 0 0	8	26
Saltfleetby - - - -	4 14 0	17	28

SCHOOL.	Grant.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
Scarle (North) - - - - -	£ 1 14 0	8	26
Skirbeck - - - - -	12 0 0	44	127
Saxilby - - - - -	4 8 0	15	90
Spalding - - - - -	11 12 0	42	174
Stamford - - - - -	8 8 0	13	98
Spittlegate - - - - -	8 18 0	22	96
Scotter - - - - -	6 18 0	25	83
Sleaford (Alvey's) - - - - -	4 10 0	15	52
Ulceby - - - - -	8 8 0	11	68
Waddington - - - - -	12 12 0	46	101
Welton - - - - -	8 0 0	10	45
Welton-le-Wold - - - - -	5 18 0	20	45
Weston, St. Mary's - - - - -	6 8 0	23	46
Withern - - - - -	14 8 0	50	71
Winteringham - - - - -	9 9 0	34	79
Wrawby - - - - -	9 7 0	34	71
Total - - - - -	317 6 0	1,176	3,891
NOTTINGHAMSHIRE.			
Balderton - - - - -	7 1 0	25	65
Beckingham - - - - -	6 1 0	21	40
Beeston - - - - -	7 16 0	26	60
Bingham - - - - -	6 7 0	23	112
Bramcote - - - - -	8 9 0	20	50
Basford - - - - -	8 8 0	18	68
Calverton - - - - -	2 10 0	10	36
Collingham - - - - -	6 12 0	23	80
Eastwood - - - - -	16 10 0	58	146
Epperstone - - - - -	8 9 0	31	55
Gringley - - - - -	0 12 0	2	34
Hyson Green - - - - -	15 10 0	41	153
Hucknall - - - - -	6 18 0	24	84
Lenton - - - - -	36 7 0	185	319
Lowdham - - - - -	9 11 0	34	103
Newark, Ch. Ch. - - - - -	18 17 0	66	227
Nottingham, St. John's - - - - -	18 10 0	54	150
" St. James' - - - - -	10 18 0	39	100
" Girls School of Indust. - - - - -	8 8 0	13	51
" St. Mary's - - - - -	11 19 0	48	174
Ollerton - - - - -	30 0 0	120	246
Radford (New) - - - - -	4 10 0	18	62
Sneinton - - - - -	14 2 0	47	80
Southwell, N.S. - - - - -	14 12 0	52	126
Sturton - - - - -	2 7 0	8	51
Sutton in Ashfield - - - - -	16 13 0	59	162
Trowell - - - - -	3 16 0	14	37
Worsop - - - - -	8 8 0	28	134
Wolveringham - - - - -	2 0 0	7	134
Total - - - - -	300 13 0	1,068	3,185
LEICESTERSHIRE.			
Ashby-de-la-Zouch - - - - -	31 10 0	138	280
Barkstone - - - - -	6 19 0	25	90
Breedon - - - - -	8 0 0	10	29
Burbage - - - - -	7 16 0	26	43
Castle Donnington - - - - -	15 19 0	69	43
Eaton - - - - -	1 18 0	7	29
Earlshilton - - - - -	16 17 0	36	121
Gilmorton - - - - -	7 11 0	28	47
Great Glen - - - - -	9 9 0	34	55
Hathern - - - - -	11 0 0	40	78
Higham - - - - -	7 0 0	28	50
Hinckley - - - - -	5 19 0	21	50
Kegworth - - - - -	23 19 0	85	120
Kilworth - - - - -	5 10 0	22	40
Kilworth (South) - - - - -	6 8 0	28	56
Kilworth (North) - - - - -	8 2 0	11	35
Knipton - - - - -	6 12 0	23	48
Kirby Muxloe - - - - -	2 3 0	6	30
Leicester, County School - - - - -	30 0 0	120	280
" Knighton Street - - - - -	18 11 0	50	136
" St. John's - - - - -	11 8 0	38	156
Loughborough - - - - -	23 10 0	100	196

372 *Schools inspected in Northampton, Rutland, Lincoln,*

SCHOOL.	Grant.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
	£ s. d.		
Melton - - - - -	19 1 0	83	308
Nailstone, Infants' - - - - -	6 7 0	23	34
" National - - - - -	4 18 0	18	25
Oadby - - - - -	3 8 0	12	36
Quorndon - - - - -	8 10 0	29	62
Sheepshed - - - - -	5 6 0	26	146
Thurlaston - - - - -	15 17 0	68	119
Twynford - - - - -	7 16 0	28	47
Wymeswold - - - - -	3 9 0	12	30
Whetton (Long) - - - - -	14 3 0	50	94
Waltham-le-Wold - - - - -	6 6 0	23	50
Wigstone - - - - -	12 19 0	46	102
Total - - - - -	353 1 0	1,352	2,181
DERBYSHIRE.			
Alfreton - - - - -	5 12 0	20	68
Allestree - - - - -	13 0 0	52	96
Ashbourne - - - - -	11 2 0	40	194
Alvaston and Boulton - - - - -	2 18 0	7	46
Beighton - - - - -	4 17 0	17	42
Belper - - - - -	16 16 0	59	216
Bonsall - - - - -	6 5 0	24	216
Bentley - - - - -	6 3 0	22	43
Brampton - - - - -	2 2 0	7	31
Brailsford - - - - -	5 16 0	20	61
Charlesworth - - - - -	6 13 0	24	70
Claycross - - - - -	8 4 0	29	53
Castleton - - - - -	12 6 0	43	76
Codnor and Loscoe - - - - -	4 8 0	15	71
Chapel-en-le-Frith - - - - -	4 0 0	16	44
Chesterfield, Victoria School - - - - -	23 18 0	100	190
Clifton - - - - -	2 5 0	9	190
Derby and Lichfield Diocesan Practising School - - - - -	5 18 0	21	61
Derby, St. Alkmund's - - - - -	11 3 0	45	161
" St. Michael's - - - - -	4 12 0	18	44
" St. Peter's - - - - -	3 10 0	14	54
" All Saints' - - - - -	26 19 0	96	207
" Devonshire Street - - - - -	15 0 0	50	97
" St. Paul's - - - - -	11 7 0	40	97
" Christ's Church - - - - -	20 18 0	74	183
" Trinity - - - - -	63 12 0	348	735
" Curzon Street - - - - -	20 15 0	83	287
Draycott - - - - -	14 1 0	50	68
Duffield - - - - -	13 16 0	46	63
Doveridge - - - - -	6 17 0	25	72
Heanor - - - - -	4 11 0	16	45
Ironville - - - - -	32 7 0	118	248
Ilkeston - - - - -	13 8 0	48	136
Little Eaton - - - - -	19 14 0	72	63
Longford - - - - -	5 10 0	19	45
Matlock Bath - - - - -	17 8 0	76	96
Melbourne - - - - -	13 6 0	40	122
Moirs - - - - -	15 0 0	75	105
Measham - - - - -	12 1 0	42	110
Normanton - - - - -	4 5 0	17	
Ripley - - - - -	18 15 0	96	145
Riddings - - - - -	6 8 0	23	60
Ridgeway - - - - -	5 0 0	17	60
Shirley - - - - -	6 16 0	24	50
Shardlow - - - - -	9 12 0	32	41
Stapenhill - - - - -	3 19 0	14	88
Stanton - - - - -	16 19 0	49	67
Tansley - - - - -	11 4 0	40	67
Wirksworth - - - - -	9 10 0	53	95
Total - - - - -	574 5 0	2,281	5,312
Totals of 183 Schools - - - - -	1,787 18 0	6,722	18,323

Nottingham, Leicester, and Derby, in the Year 1857. 373

CERTIFICATED TEACHERS AND APPRENTICES.

COUNTY.	Certificated Teachers.		Pupil-Teachers.*	
	Masters.	Mistresses.	Male.	Female.
Northampton . . .	19	11	16	19
Rutland	2	5	2	5
Lincoln	32	13	31	13
Nottingham	26	18	25	21
Leicester	28	16	24	23
Derby	37	31	60	59
Total	142	93	168	145

DESCRIPTION OF SCHOOL.

COUNTY.	Boys.	Girls.	Mixed.	Infants.	Total.
Northampton . . .	15	13	40	11	79
Rutland	5	4	8	2	19
Lincoln	18	19	80	7	124
Nottingham	21	19	27	18	82
Leicester	24	17	51	15	107
Derby	31	33	57	20	140
Total	114	104	263	70	551

CHARACTER OF INSTRUCTION.

COUNTY.	Good.	Very fair.	Moderate.	Improving.	Bad.	Total.
Northampton . . .	10	31	25	6	7	79
Rutland	2	6	5	4	2	19
Lincoln	12	45	32	24	11	124
Nottingham	10	35	14	15	8	82
Leicester	9	48	30	14	8	107
Derby	15	66	36	13	10	140
Total	58	229	142	78	46	551

AMOUNT OF ANNUAL GRANTS† paid in Year ending 31 October 1857, for Augmentation of Salaries of Certificated Teachers, for Stipends of Assistant Teachers, and on account of Apprenticed Pupil-Teachers, for Gratuities to Teachers instructing them, and for Capitation Grants.

COUNTY.	Augmentation of Salaries, &c.			Capitation Grants.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
Northampton . . .	974	10	0	202	8	0	1,176	18	0
Rutland	218	0	0	40	18	0	253	18	0
Lincoln	1,858	10	0	317	0	0	2,175	18	0
Nottingham	1,449	10	0	300	0	0	1,749	10	0
Leicester	1,401	10	0	353	1	0	1,754	11	0
Derby	2,775	0	0	574	5	0	3,349	5	0
Total	8,675	0	0	1,787	18	0	10,469	18	0

Thirty-seven pupil-teachers (22 males, 15 females) have completed their apprenticeship. Of this number, 33 (16 males,

* The number of pupil-teachers does not coincide with the number mentioned in the Appendix, because several have been appointed *after* the examination of the school.

† Building grants are not included.

874 Schools inspected in Northampton, Rutland, Lincoln,

17 females) were successful candidates for Queen's scholarships at the last examination (*See Appendix B*).

Scholars' certificates.

Sixty-nine children (60 boys, 9 girls) have received scholars' certificates for good behaviour, combined with age and regular attendance at school.

In conclusion, I wish to express my best thanks to the clergy and to the managers of schools generally in my district, for the uniform kindness and attention with which, during a period of more than ten years, I have been received on the occasion of my visits to their schools.

I have the honor to be, &c.

J. J. BLANDFORD.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. J. J. BLANDFORD AND REV. H. B. BARRY.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools <i>actually</i> inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children								Number of Certificated Teachers.	Number of Pupil-Teachers.		
		No. of Schools, <i>i.e.</i> , institutions held in separate buildings, and separa- tely man- aged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.			For whom accommoda- tion is provided, at square feet of superficial area per Child.	
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.				Female.
Annual Grants .	208	80	79	53	108	14,780	12,433	12,498	70,807	37,049	294	378	
Simple Inspection	214	84	85	17	160	6,714	5,574	5,946	4,834	17,761	—	—	

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	9'20	6'61	10'68	13'83	13'01	11'98	10'41	8'61	6'41	4'86	2'63	1'43
Simple Inspection	6'34	8'38	11'78	13'72	13'18	11'87	10'26	9'08	6'43	4'76	2'61	1'44

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	42'15	23'55	15'28	9'18	5'43	4'23
Simple Inspection	37'34	23'73	18'06	10'33	5'26	3'26

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 481 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.			
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	244	194	220	117	23	63	1	14
Catechism	226	186	219	131	18	51	1	4
Reading	263	180	308	134	85	60	2	5
Writing	241	195	214	151	27	42	—	1
Arithmetic	242	192	185	80	55	86	4	26
Geography	206	138	201	80	32	47	3	6
Grammar	179	76	112	33	66	39	1	4
History	78	35	73	28	5	12	—	—
Music from Notes	15	9	15	8	—	1	—	—
Drawing	13	4	18	8	1	1	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is	
	Excellent, Good, or Fair.		Excellent, Good, or Fair.		Excellent, Good, or Fair.		Excellent, Good, or Fair.		Excellent, Good, or Fair.		Excellent, Good, or Fair.		Excellent, Good, or Fair.	
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Annual Grants	208	14	206	4	246	42	232	8	222	26	20	221	22	1
Simple Inspection	200	22	208	25	110	46	148	26	118	66	64	179	37	7

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 193 (Annual Grants) + 188 (Simple Inspection) = 381* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence,	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 1,067 8 9	£ s. d. 2,167 9 1	£ s. d. 7,118 0 1	£ s. d. 2,563 18 5	£ s. d. 20,565 15 9	£ s. d. 0 18 10½
Simple Inspection	1,268 15 3	3,623 7 0	2,517 4 1	1,067 17 2	8,477 3 5	0 19 10¼

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 193 (Annual Grants) + 153 (Simple Inspection) = 346* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 16,314 13 4	£ s. d. 1,497 13 7	£ s. d. 3,654 5 11	£ s. d. 21,406 18 10	£ s. d. 0 19 9	21,836
Simple Inspection	7,224 10 6	511 13 11	1,180 9 1	8,716 13 6	1 0 5½	8,526

* The number of schools inspected during the year was 420; but from 74 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

376 *Schools inspected in Northampton, Rutland, Lincoln,*

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emolu- ments (including Government Grants and all professional sources of income)	Annual Grants .	86 9 9	55 4 2½	58 10 0	44 18 10	53 6 7	29 5 0½
	Simple Inspection	—	44 13 6½	—	27 4 4½	—	27 13 1
Number on which average is taken	Annual Grants .	136	18	73	23	18	25
	Simple Inspection	—	113	—	55	—	11
Number provided with house, or rent-free	Annual Grants .	93	6	40	9	10	11
	Simple Inspection	—	69	—	26	—	4

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	174	26,576	35·17	45·43	12·21	5·08	2 13
Simple Inspection	103	8,074	44·16	40·64	9·34	2·91	2 25

APPENDIX B.

LIST OF QUEEN'S SCHOLARS (in order of Merit), CHRISTMAS 1857.

Name of Candidate.	Name of School.
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MALES.

First Class.—Scholarships of 23*l.*, with a personal allowance of 4*l.*

Arthur, Watts	Northampton, All Saints'.
Robert Mills	Oakham.
John N. Dufsey	Ollerton.
William H. Ward	Northampton, All Saints'.
Henry Frith	" "
William Shaw	" "
Joseph Rigby	Great Brington.
Edward Colban	Sheepshed.
Charles E. Roach	Ironville.
Robert Godfrey	Melton Mowbray.
John Jackson	Gainsborough.

Second Class.—Scholarships of 23*l.* No personal allowance.

John Bailey	Long Bennington.
George Woodhead	Ollerton.
Robert Robinson	Colsterworth.
Joseph Jackson	Boston.
Thomas Drust	Gainsborough.

Nottingham, Leicester, and Derby, in the Year 1857. 377

Name of Candidate.	Name of School.
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FEMALES.

First Class.—Scholarship of 17l., with a personal allowance of 3l.

Jane Elizabeth Jacques	Sheepshed.
Jane Rogers	Sudbury, Derby, Lady Vernon's S.
Mary Ann Vickers	Lincoln, Miss Cookson's Ch. of Eng. S.
Jane Bellamy	Northampton, All Saints' Infant S.
Elizabeth Burrows	" " N.S.
Charlotte Ward	" " "
Mary Tattersall	Lenton.
Fanny Turnbull	Edensor.
Emma Bowmer	Derby, Curzon Street, N.S.
Lucy Norton	Northampton, All Saints'.
Sarah Maskerry	Derby, All Saints'.
Rebecca Choice	Leicester, County S.
Keziah E. Goodman	" " "
Susannah Layne	Gainsborough.
Emma Goode	Derby, All Saints'.
Frances Ellen Williams	Nottingham, Trinity.

Second Class.—Scholarship of 17l. No personal allowance.

Sarah Wibberley	Derby, Curzon Street S.
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APPENDIX C.

SPECIAL REPORT on the PRIZE-SCHEME in the Mining Districts of DERBYSHIRE, LEICESTERSHIRE, and NOTTINGHAMSHIRE, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. J. J. BLANDFORD, B.A.

SIR, December 1857.

I HAVE the honor to present to their Lordships a report of the examination held by me on Saturday, the 18th of July 1857, at the Holy Trinity School, Derby, with the assistance of Mr. Alderson, Her Majesty's Inspector of Schools not connected with the Church of England, for the purpose of examining candidates for prizes offered by the Coal and Iron Masters' Association to schools for the working classes, approved of by them, and situated in the mining districts of Derby, Leicester, and Nottingham.

Seventy candidates (fifty-four boys and sixteen girls) presented themselves for examination from the following schools:—

DERBYSHIRE:—

Claycross.
Ironville.
Riddings.
Ripley.

Ravenstone.
Measham.
Wingerworth.

NOTTINGHAMSHIRE—Eastwood.

LEICESTERSHIRE:—

Coalville.
Coleorton.

Griffydham.
Hugglescote.

The candidates were required to bring with them certificates of good conduct, of their satisfactory progress in religious knowledge, and of their regular attendance at school. They were then examined in reading, writing from dictation, arithmetic, grammar, and geography, and the girls in needlework. They were not examined in reference to their religious knowledge.

Of these seventy candidates forty-eight were successful, and prizes, with the concurrence of the committee of the Association, were awarded to the amount of 83l., which was distributed in the following proportions:—

	£	s.	d.
In 3l. prizes	-	-	18 0 0
In 2l. "	-	-	48 0 0
In 1l. "	-	-	16 0 0
In 10s. "	1	1	1 0 0
	£	83	0 0

378 Schools inspected in Northampton, Rutland, Lincoln,

The average age of the candidates was twelve years and two weeks; one-third of them were children of pitmen or colliers, and all were in some way connected with coal mines or ironworks.

Each successful candidate received, with the money, a beautifully illuminated card, bearing the following inscription:—

"DERBYSHIRE, NOTTINGHAMSHIRE, and LEICESTERSHIRE ASSOCIATION for awarding Annual Prizes to the Elementary Schools of Working Classes,

"A prize of ———— £. was this day adjudged by the Rev. J. J. Blandford, Her Majesty's Inspector of Schools, to ———— for an examination in ———— religious instruction, general conduct, and school attendance having been certified to be satisfactory.

"Dated August 8, 1857.

(Signed) "FRANCIS WRIGHT, Chairman."

I subjoin a table containing a statement of the names of the candidates who obtained prizes at the examination, the names of their schools, the number of candidates from each school, and the amount of prizes awarded.

Schools.	No. of Candidates.	Names of successful Candidates.	Amount of Prizes given.			
Hugglescote	1	Richard Tooke	£	£	£	£
Coalville	2	William Elliott	3	—	—	—
		Ann Wyatt	—	—	1	—
Riddings	6	John Tagg	—	—	—	10
		Slater Ball	—	—	1	—
		Joseph Dawes	—	2	—	—
		Francis Hill	—	2	—	—
		Thomas Gee	3	—	—	—
Ripley	5	Emald Brentnall	—	—	1	—
		Fanny Hunt	—	—	1	—
		Martha Barks	—	—	1	—
		Sarah Ludlam	—	—	1	—
		Helen Marr	—	2	—	—
Ironville	16	Samuel Parkin	—	—	1	—
		James Elliott	—	3	—	—
		Abraham Booth	—	2	—	—
		William Lowe	—	—	1	—
		John Barlow	—	2	—	—
		Goodman Booth	—	2	—	—
		Ann Harlow	—	2	—	—
		Jane Elliott	—	2	—	—
		Martha Southall	—	2	—	—
Eastwood	17	William Chambers	—	—	1	—
		William Daykin	—	2	—	—
		Joseph Carr	—	3	—	—
		Robert Mann	—	2	—	—
		Samuel Knowles	—	2	—	—
		Thomas Chambers	—	2	—	—
		Thomas Carr	—	2	—	—
		Henry Bingham	—	2	—	—
		Henry Cooper	—	2	—	—
Claycross	7	Catherine Gibson	—	—	—	10
		Martin M'Dermott	—	2	—	—
		Abraham Boothe	—	2	—	—
		George Bramley	—	2	—	—
		Emma Cooper	—	—	1	—
Griffydam	5	Joseph Pickard	—	3	—	—
		John Harris	—	2	—	—
		William Johnston	—	2	—	—
Ravenstone	1	George Green	—	—	1	—
Ooleorton	3	Joseph Lakin	—	—	1	—
		Henry Lakin	—	—	1	—
Measham	3	Benjamin Priestland	—	3	—	—
		William Godfrey	—	2	—	—
		John Cooper	—	—	1	—
Wingerworth	4	Thomas Froggatt	—	2	—	—
		Isaac Hoades	—	2	—	—
		Samuel Godber	—	—	1	—

ABSTRACT OF THE ABOVE.

School.	Amount of Prizes.	
	<i>£ s. d.</i>	
Hugglescote - - -	3 0 0	
Coalville - - -	1 10 0	
Riddings - - -	10 0 0	
Ripley - - -	5 0 0	
Ironville - - -	17 0 0	
Eastwood - - -	18 10 0	
Claycross - - -	7 0 0	
Griffydham - - -	7 0 0	
Ravenstone - - -	1 0 0	
Coleorton - - -	3 0 0	
Measham - - -	6 0 0	
Wingerworth - - -	5 0 0	
Total - - -	83 0 0	

The expenses of the successful candidates on the day of the examination, and subsequently when the prizes were awarded, were defrayed by the Association.

The conduct of the candidates during the examination was good in every respect; no attempts were made, as far as we had opportunity of observing, at copying or other unfairness.

A piece of dictation was first given, and afterwards the following questions were proposed:—

1. Divide four hundred and sixty thousand eight hundred and seventy-three by seven.
2. Write down in figures ten millions thirty-two thousand and one.
3. Multiply four thousand and one by twenty-seven.
4. Find the difference between 79*l.* 16*s.* 3*d.* and 28*l.* 7*s.* 2*d.*
5. Multiply 67*l.* 11*s.* 4*d.* by 255.
6. Divide 32*4* by 36, and find the value of 375 of a pound.
7. If twenty-five men reap sixty acres in a certain time, how many acres will four men reap in the same time?
8. Find the interest on 87*4*. 13*s.* at 2½ per cent. for four years.
9. A slab of marble is 7 feet 4 inches by 5 feet 6 inches, what will it cost at 6*s.* per square foot?
10. Parse the following—
When the bricklayer begins to build, he digs a deep trench for the foundation.
11. Trace accurately the course of the Trent and of the Thames.
12. In what parts of the counties of Derby, Leicester, and Nottingham is coal found?
13. Give the boundaries of one of the following counties:—

Hertford.

Northampton.

Buckingham.

By the kindness of the Secretary to the Association I am able to furnish an account of the income and of the expenditure incurred in carrying out the objects of the prize-scheme, which I here subjoin.

[illegible]

The result of the first examination was decidedly encouraging, and augurs well for the future.

To the Secretary of the Education Department.

I have the honor to be, &c.

(Signed) J. J. BLANDFORD.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. W. H. BROOKFIELD, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of SURREY, SUSSEX, and KENT, and in the CHANNEL ISLANDS.

MY LORDS,

London, January 1858.

IN the official year which closed on the 31st of August 1857, my valued colleague, the Rev. R. L. Koe, inspected 148 separate schools under male, and 137 under female teachers, making a total of 285 schools under different teachers, of whom 188 bore certificates of merit. Within the same period I myself examined 86 schools under male and 125 under female teachers, making an aggregate of 211, of whom 150 bore certificates. This gives a gross total of schools inspected in my district between the 1st of September 1856 and the 31st of August 1857, amounting to 496 schools, under as many teachers, of whom 332 were certificated, leaving 164 without certificates. Of these last mentioned the greater number were visited for purposes of *reconnaissance*, and to confer with the managers who desired information and suggestions, with a view to placing the schools upon a more efficient footing, and establishing a claim upon the Parliamentary grant for education. In many of these the desired change has already been effected; the buildings have been repaired, competent furniture supplied, together with books and apparatus; the schools re-organized and placed in the charge of certificated teachers, to whom apprentices have been indentured; and I doubt not that the circuit of inspection for the current year will discover abundant and encouraging results of the timely and judicious exertions made by the clergy and other managers in their behalf. The progress of these schools, however, must be the subject of future report. Of the remainder of the 164 conducted at the last inspection by teachers not bearing a certificate, many of those teachers have since successfully competed for that profitable distinction; some have been registered as competent to train pupil-teachers and to justify capitation grants; some have been superseded; and not a few highly meritorious and even valuable persons, but somewhat deficient either in the nerve or in the weapons needful for the conflict of examination, have received every encouragement which could be equitably and judiciously afforded them to brace themselves up for another trial, when I heartily hope that they may be successful.

Upon the whole, at this moment (which is considerably subsequent to the official year up to the close of which our tabulated summaries are made up), out of about 480 teachers, whose schools have to be inspected on account of annual grants, upwards of 386 already hold certificates of merit; 24 are registered; making a total of 410, and leaving only 70 without some warrant of competency, a number which in the course of the current year will be considerably reduced. Amongst these teachers are now distributed about 700 pupil-teachers.

Of these young people I rejoice to speak in terms of unabated satisfaction. Their industry, docility, professional usefulness, and moral conduct have been, with very inconsiderable exceptions, most exemplary; and I am sincerely glad to say moreover that, with exceptions almost as inconsiderable, their bodily health has been robust, and no way impaired apparently by the peculiarities of their employment. The list of removals out of 661 stands as follows:--

BOYS.

- 3 have died.
- 2 left through ill health.
- 2 removed by managers for inaptitude.
- 3 left voluntarily, without special cause assigned.
- 1 removed for misconduct.

GIRLS.

- 2 have died.
- 1 left through ill health.
- 2 left voluntarily, for no cause assigned.
- 1 removed on account of the mistress's incompetency to instruct her.
- 3 removed for misconduct.
- 1 left voluntarily to "enjoy the privilege of sitting without interruption under the Rev. Mr. Spurgeon."

That five young persons should have been removed by death from prospects of happy usefulness demands our sympathy with those to whom they were dear; but that so few from any cause, and only four from any discreditable causes (and those not marked by any heinous turpitude), should have been erased from a list of 661 pupil-teachers, may fairly occasion thankfulness that there should have been so little in the social, domestic, or professional relations of these young people to disturb either the moral or the material healthiness of a very interesting section of the rising generation.

At the close of last year the pupil-teachers in my district constituted, if I am not mistaken, one-ninth part of the entire body of those connected with the Church of England. I am gratified to observe that a proportion even somewhat larger of the successful competitors for Queen's scholarship at the recent

examination is traceable to the same district. And I am the more desirous to record this fact,—which tends to show that the counties of Surrey, Sussex, and Kent, with the Channel Islands, are not in intellectual culture behind other sections of the country,—lest any observations of mine which may reflect upon the *actual* condition of the schools of this district should seem to imply that they are *relatively* inferior to those of other portions of the kingdom. So far from there being any inferiority in this as compared with other districts, I have every reason which statistics, report, and casual opportunities of observation can supply me to believe that, whether in native intelligence, in local interest, in pastoral superintendence, or certainly in episcopal encouragement of education; or whether in the number and ability of certificated teachers, and their success with ordinary scholars or apprentices, as evidenced by any trustworthy and practicable test, this district is not surpassed by any which might challenge competition with it. But while its *relative* merits in educational respects secure it from disadvantageous contrast, I must confess that its *absolute* achievements appear to my (perhaps arbitrary and exacting) judgment to fall considerably short of what a few years ago might fairly have been anticipated, and of what I did actually anticipate. For the first six years of my experience (from 1848), I ardently expected that the improvement would increase as rapidly in depth of character as it increased undeniably in extent of surface. But it has appeared to me, I most reluctantly profess, that the stature of schools has for the present reached its limit, and that that limit is one of rather disappointing altitude. The number of schools that may be called good as compared with former times has largely increased, and still continues to increase in a still increasing ratio of progression. But I doubt whether schools that had become already good five years ago are making much advance on what they had by that time achieved. I did not expect them to read more difficult books; but I did expect them to read easy books with more fluency and with more pleasing articulation and expression. I did not expect them to work what deserve the name of problems in arithmetic; but I did expect them to work easy sums with more accuracy and ingenuity, not merely adding and subtracting stated figures, but exercising contrivance in solving the trivial but practical and constantly recurring problems of the market. I did not expect geography to advance much beyond a very limited topography; but I did expect topography to become more associated with reflection and intelligence than I find it hitherto; that the mention of places should be made suggestive of their productions, of their people, of their relations

at least in commerce, if in no other point of view, with ourselves, if with no other portion of mankind. And as to Scripture knowledge, I did not expect, nor even desire, that children of ten years of age should be precisely and in detail acquainted with the partition of Canaan among the tribes ; of the relation of the Hebrew to the Egyptian and Assyrian kingdoms ; I had been even moderate enough to think that a Sussex labourer might, through God's merey, descend into his grave in peace without any profound intimacy with the Levitical law ; with the more ambiguous intimations of unfulfilled prophecy ; or with the mysteries of the Apocalypse ; in all which I have heard infants set to read and sustain examination whose parents, when I became an inspector ten years ago, were yet at school. But I did expect, and do desire, that they should possess some tolerably vivid and coherent notion of the words and deeds, of the Human Life, in short, of their Saviour ; some proximate idea, were it within a century or two, of the time when He appeared on earth to teach, and guide, and bless mankind ; what rank in life He occupied ; what precepts were occasioned, what consolations evoked, what example made memorable by the various predicaments of the Divine career, and in what way both precepts, consolations, and example come within the range of a British peasant's contemplation and adoption in the nineteenth century, for the guidance, the support, the comfort of his life.

In short what I most reluctantly complain of is, that (with many highly satisfactory exceptions, but still) in the majority of schools, the reading, even of a first class, is deficient in that articulation and expression which would make it an available resource on a Sunday evening by a cottage fireside ; that the arithmetic is wanting in that accuracy and ingenuity which might fairly be required ; that the very humble amount of geography which needs cultivation in a national school is chiefly verbal and memoriter, and left unconnected with the imagination and reflection of the children ; and that with regard to Scripture knowledge,—while there is often an amazing, and, to the admirers of surmounted difficulty, a very gratifying intimacy with the Mosaic ceremonial, with the succession of Judges and of Israelitish and Judean kings, and with prophetic lore and controversial texts,—there is, to an extent which is generally neither believed nor suspected, a want of coherent acquaintance with the life of the Redeemer, and a very scanty familiarity (by heart at least) with his preceptive and consolatory words, and of the bearing of both words and deeds on human life. A very small proportion indeed of children ten years of age know how long it is since the birth in Bethlehem, or whether the rebuking of the tempest

occurred at Nazareth, Jerusalem, on the Dead Sea, the Mediterranean, or the Sea of Galilee.

I was once inspecting a school, to speak in slighting terms of which would convey an utterly incorrect impression of its relative quality. As compared with other schools it was a very respectable and thriving institution. The clergyman learned, assiduous, pious, and most deservedly of high position and repute; beloved in his parish, and esteemed beyond it. The teacher was accomplished, industrious, humble-minded, and zealous in the work. The first class had read a portion of the Sermon on the Mount. I asked them whose were the words they had been reading. No answer. I repeated the question in many varied forms; but still no answer. The clergyman said they could not understand my way of putting the question. I therefore showed them some very bad penmanship of my own, which lay upon the table, addressed to the correspondent of the school, and asked whose words those were; and they gave the answer with terrible precision. I asked whose were the words of the sermon they had heard last Sunday; they replied (I have no doubt with equal accuracy), "the clergyman's." I asked whose were the words of St. Paul's Epistle to the Romans? and they said "St. Paul's." I now repeated my first question, "Who spoke the words of the Sermon on the Mount?" No answer still. The visitors grew uncomfortable; the teacher distressed; and the clergyman, assuring me that the children could answer the question if intelligibly proposed to them, accepted, at my request, the responsibility of putting it. "Now, my dear children,"—he proceeded—"I am going to ask you precisely the same question as the Inspector, which I am sure you can answer. Who spoke the words of the Sermon on the Mount? But, before answering it, think for a moment who it was; and, as you pronounce His name, make a bow or courtesy of obeisance, for it is written, 'At His Name every knee shall bow.' So, now; whose words were they?"

I need not add that the question was answered by a shout more accurate, triumphant, and unanimous than reverential; that comfort and good humour were restored, and that I was looked upon as an incompetent and discomfited examiner. But when afterwards alone with the teacher, a frank and candid person, I thought it well to inquire whether it was supposed that the children had been really able to answer the question which I, in vain, had put to them. No, it was readily acknowledged, they had not. Had they ever been told whose words those were? *No, most likely not; it had been taken for granted that they knew so simple a thing as that.* Would the

children ever, of their own accord, have inquired whose they were? No, it was not in their way to do so.

And yet several of these children would have answered questions far more difficult than any that I should have dreamed of putting to them; questions in the books of Deuteronomy, or Daniel, or the Epistle to the Hebrews.

This trivial fragment of official history is not at all worth relating excepting as it tends to illustrate and explain a phenomenon, not unfrequently presented, of an able and conscientious teacher *taking for granted* that children are familiar with rudiments with which they are in fact unacquainted, and of a learned and zealous clergyman failing to detect the deficiency, and inferring (not unnaturally) that a correct answer in advanced or difficult matters of instruction implies an intelligent apprehension of those that are more rudimentary.

A superficial consideration might hastily account for this by jumping to the conclusion that the teachers are above their work. I can conceive no imputation more groundless and unjust. I feel justified by deliberate observation and belief in saying, that no class of persons in the community, numerically equal to the existing elementary schoolmasters and schoolmistresses, excels them as a body in the amount of knowledge necessary for their employment, in a humble and conscientious sense of duty, in professional devotedness, or in predilection for their calling. Therefore it would be a gross misrepresentation to speak of them generally as "above their work" in the ordinary and colloquial acceptation of the phrase. But there is a sense, intellectual rather than moral, in which a person may be above his work, through misapprehension of the humble level which that work must occupy; a gardener who mistakes his plot of kitchen ground for an experimental hot bed of exotics; a parent who fails to reduce his language and ideas to the standard of his children; a clergyman who, fresh from college and the schools, bewilders his rural congregation with biblical criticism and polemical theology; and a schoolmaster who carries into the village school the standard which he has almost inevitably formed in the not very homely curriculum of the training college. I shall not be suspected of insinuating the slightest reflection on the amount and variety of knowledge which it has been thought necessary to cultivate in these institutions. I do not think it possible that any teacher can be too thoroughly furnished for his work with knowledge, though it extended through the whole range of nature, "of trees, from the cedar of Lebanon to the hyssop on the wall; of beasts, of fowl, and creeping

things and fishes;" in fact, I could wish that acquaintance with the visible and material world were even a little more extensive, even though it were at the sacrifice of some portion of the scientific field at present cultivated; but the mention of the last creature on the list just quoted reminds me that there is in fishes an air bladder, by inflating or contracting which my silent friend is enabled to rise or sink at will to the precise level which the exigency of the moment makes expedient; and I could wish, of all things, that amongst the accomplishments so ably and successfully imparted in our training colleges, some marked and unequivocal encouragement might be supplied for the cultivation of a moral faculty corresponding to this familiar apparatus, by which our teachers should succeed better than at present in placing themselves upon a level with that work for which, by general attainment, by professional zeal, and by a Christian sense of duty, they are so admirably qualified. To read audibly and with intelligence, to write intelligibly, to work market sums correctly, and (for girls) to do needlework durably and with neatness, is still the formula of elementary instruction by which I am inclined to stand, and the standard by which I should desire to gauge the efficiency of those schools with which I am officially connected.

Of the 332 schools conducted by certificated teachers, and inspected during the past year by my colleague, Mr. Koe, and myself, we agree upon a classification, for purposes of general estimate, into three divisions; viz., those, which may be called decidedly good; those which are fairly satisfactory; and those which, without being open to severe reflection, are yet inferior to what we think might reasonably be required. This general classification stands as follows:—

75	Schools, Good.
119	" Fair.
138	" Moderate (including some of a still lower type).
332	

Upon a very careful investigation of the results effected by teachers holding a third-class certificate, and by those of a higher diploma, I do not find any such difference in favour of either division as would justify a general inference to the disadvantage of the other. The utmost that I can safely say is, that there is no such superiority on the side of the higher classes as would seem to be indicated by their designation; and as might not unreasonably be exacted in consideration of the higher emoluments which they receive. The preponderance of efficiency, indeed, is somewhat, though very slightly, in favour of the third or lowest class of certificates.

The indifferent reading I trace partly to the fact that the pains which have been recently taken in training colleges in this particular—and in that of Battersea, with which I am best acquainted, with very marked success—have scarcely yet had time to reach the elementary schools in any perceptible degree; partly to the inveterate habit which teachers persist in maintaining of silently reading the lesson themselves while the children are reading it aloud. This practice not only interferes with their keeping their eye upon the scholars, so as to watch the expression of the faces, and see that they are minding their books, but it leads also to their *knowing* what the children ought to be saying, and mistaking that for really *hearing* what they say; and so contenting themselves with very imperfect articulation, accent, punctuation, and expression, and often with an almost total absence of such qualities. The prudent way would be to close the book, keeping a finger in the place, so as to facilitate instant reference when absolutely necessary; but otherwise to be dependent on the enunciation of the children for knowing what they say, or for conjecturing what they ought to be saying, which would usually be enough for purposes of correction, and would compel the teacher to insist upon a more audible and intelligible utterance than is usually secured. Another cause of deficiency in this important branch of instruction is to be found in the exceedingly uninteresting and unsuitable books which are usually procurable. Why are there no editions of “Robinson Crusoe;” of the “Parent’s Assistant;” of “Frank and Rosamond” (or something equivalent, adapted to a lower stratum of social life); of “Animal Biography,” &c., cheap enough to be obtainable in the village school? I was much struck the other day at Battersea, when I had the honor of assisting our late colleague, the Rev. F. Temple, in examining the students. We heard them, as by prescribed instructions bound, read “Blackstone’s Commentaries.” No men could have been taken more pains with by their excellent, accomplished, and sagacious principal, the Rev. S. Clark. But that reading was listless, hesitating, expressionless, and totally devoid of *gusto*. Having discharged this rather afflictive duty, exercising them (which no doubt has its use) like pedestrians in clogs, we substituted the lighter shoes of Sir Roger de Coverley. I do not refer to the dance, but to the “Spectator.” The change was magical. I believe that few, if any of them, had ever seen it before; but they read it impromptu, with emphasis, expression, animation, and enjoyment, which banished irksomeness; and even if some lingering tones of honest patois betrayed the early accents of the north or west, still the reading was intelligent, lively, and intelligible, and such as was an interest and pleasure both to the critics and the criticised; such as would

have amused and instructed a cottage leisure hour ; and such as illustrated to me the expediency of exercising the accomplishment of reading, even in elementary schools, on pages very different from those most usually employed.

With regard to arithmetic the progress would be greater if for the mechanical exhibition of figures on a black board, to be worked by conventional rules, there could be more frequently substituted, as discretion and opportunity might favour, simple but lively problems of local interest, connected with the staple trade, the topographical relations, the familiar habits of the place ; questions relating to the railroad or the market : questions such as would be likely to present themselves in actual life ; the difference between travelling second-class or third-class from A. to B, &c. And here I will remark that in only two schools out of many scores have I ever found a pair of scales to illustrate weight, a foot rule for length, or measures of capacity. Why not occasionally relieve the dull monotony of ordinary school-work by letting a class play in a corner at keeping shops—grocers', butchers', bakers',—weighing some mimicry of goods ; casting up the bill ; and paying in card counters representing coins (unless, indeed, a morbid fear should suggest itself of a too early familiarity with pecuniary paper) ? I have taught more arithmetic, and coincidentally much besides arithmetic, to a little child in half an hour by contriving a game of trades, and inducing the little merchant to cast up the bills of parcels, than I could have taught in a month with abstract figures on a black board, and rules about subtrahends and quotients. Is there anything either ludicrous or chimerical in the notion of occasionally introducing such devices into a parish school ?

I fear that trivial suggestions such as these are too much matters of detail for the consideration of a department of the State, which has to deal with principles rather than with the minute methods by which those principles are to be carried into effect. But it is possible that these remarks may meet the eyes of some few persons in my district who may feel disposed to give them consideration, as a hint to contrive and to employ every device that can be discreetly adopted to vary the uniformity, to diminish the irksomeness of instruction, and so to render it more accessible, more intelligible, and more welcome, and therefore more effective to the infant mind.

For they *are* infants after all, leaving us at about eleven to begin working for their bread. And I am not able myself at present to join very loudly in the outcry against children going to work at eleven or twelve years old, if only the work be suited to their physical strength. It seems to me practicable so to have instructed a child before that age that every

step that it takes afterwards, whether in the field, the workshop, or the house, shall be fruitful in additional instruction. It is very easy, by adroit methods and entertaining contrivances, to enable a child by that time to read, write, and cypher with ease; and if the faculties of observation and reflection have been co-ordinately encouraged, these three accomplishments will be exercised, *pro re natâ*, with pleasure. And really, unless some extraordinary manifestation of a special bias and adaptation for some other calling—some unmistakeable propensity and gift in art or science—constitute a case entirely exceptional, I do not at present see why a child of twelve, who can read, write, and cypher easily and well, should not go forth to such labour as may suit its strength; nor why, in that very labour, with the opportunities of observation and reflection incidental to it, he may not find a new field of instruction ever varying, ever widening, which may tend quite as much to discipline and edification and the bracing up of his nature to the severer struggles which await him in maturer life as anything which, beyond the elements already specified, he would have been acquiring in the school-room; nor, indeed, need this early labour, within reasonable limitations, be any bar to progress and improvement in those three cardinal accomplishments,—(reading, writing, and arithmetic,)—either in the night schools which are now becoming numerous, or else by spontaneous cultivation at home. I have had opportunities of observing children, both boys and girls, of twelve years old, transferred from school to private families, in which they have rendered efficient assistance to the elder servants, with unimpaired health, with happy cheerfulness, and certainly with no stagnation of the intellect. I see no reason, excepting, of course, in circumstances of unusual and exceptional disadvantage, why this might not, under humane supervision and control, be equally true of service in the field or in the workshop. But this, of course, assumes what is, I fear, but partially true, viz., that the instruction up to eleven or twelve years old, has *really* been of such a quality that reading, writing, and the rudiments of arithmetic have been cultivated up to the point of being easy enough to be pursued at least without irksomeness, if not with positive pleasure. That this *might* be the rule, with but very inconsiderable exception, I am satisfied. And that it *is* but partially accomplished, and that so many children leave school with accomplishments that have reached only so very rudimentary a stage that they can never grow to anything, I am reluctantly compelled to attribute rather to maladroitness in the practice of teaching, than to any insurmountable difficulty inherent in the task proposed.

Amongst the most prominent and reprehensible of traditional *maladroitnesses* is that which retains just so much of the *simultaneous* method of teaching as ensures all its defects with none of its advantages. One of its few advantages is that of exciting the vivacity and attention of the children, together with an obvious economy of time. One of its many defects is that of the idle and the dull learning to catch the proper answer to a question, whilst that answer is leaving the lips of the clever and industrious, and joining in the simultaneous chorus of response with a rapidity, uniformity, and precision which would baffle an inexperienced observer. Call upon a class of 20 to repeat the names of the twelve tribes of Israel, and with one clever fugleman to lead, they will catch the first letter of each name, as he utters it, with a quickness almost amounting to intuition, which enables them to accompany him in pronouncing the remainder of the word, and so on through the series, but this without the slightest intellectual effort; the words passing in at the ear—(partly, indeed, at the *eye*, for they watch each other's lips),—and out at the lips by a mere mechanical trick, become easy through frequent repetition, and without ever entering into the mind at all; insomuch that, if you were to test the same class narrowly the next minute, you might find that not five out of the twenty really knew whether Naphtali was a woman, a mountain, a man, a river, or a drug. But, bad as this simultaneous method is, excepting in very skilful hands, there is a modification of it still worse, and which does not possess even its few and questionable merits. It saves the labour of the teacher, but without any equivalent effect upon the animation of the scholar. It acts in this way. Suppose, as before, a class of twenty children. They are reading. The teacher is steadfastly perusing the lesson himself, and probably considering what questions he shall afterwards put to them upon the subject. Thus he fails to observe the countenances of the children, their expression of amusement, of perplexity, of inquiry, of interest, or of apathy, as the case may be, or whether they are even looking at their books at all. He knows from his own book what the child that is reading ought to be saying; and, let the utterance be ever so inaudible, the articulation never so confused, the emphasis never so misplaced, the expression never so vapid, he “takes it as read,” but in reality, and in any sense that deserves to be called reading, *hears* no more of it than a member of the Legislature hears of the first reading of a Turnpike Bill. So that, by the end of the lesson, the reading, as an oral accomplishment, has not advanced one step. Then comes some questioning. Suppose the subject to have been coffee. Where

does coffee come from? The five attentive ones answer respectively, but altogether, Ceylon, Jamaica, Turkey, Berbice, Singapore. The answer is accepted, and another question proceeded to, but in a somewhat bald, unjointed way, not very likely to excite the interest or awaken the reflection of the scholars; no map referred to; no tracing of the merchandise from grower to consumer; no talk (reduced to the apprehension of a child) of the reciprocities of commerce; the questions so incoherent, unconnected and barren of illustration that it does not become very apparent what difference it makes to the child whether the coffee came from the West Indies or from the South Pole. But it is not to this want of ingenuity that I so much wished to refer, as to the entire limitation of attention to the five quick or industrious children that answer. Where are the remaining fifteen of the class?

The fifteen are standing there utterly indifferent to either question or answer. They are leaning on one another's shoulders; or fumbling in their pockets with the bit of string, the pocket-knife, or peg-top. They are waiting, with exemplary resignation, for the end of the half-hour with its irksome lesson; or, in imagination, they are in the field scaring those crows which philanthropy considers them still too young to frighten. But they are not stirred up to attention. They are not compelled to notice, or enabled to understand, or encouraged to remember the answers given by their more intelligent or attentive comrades; they are left to be as dull, as idle, as impenetrable, as may chance. The simultaneous method, with all its disadvantages, has been retained so far as putting the question goes; but the simultaneous answer has not been exacted. The clever children, who require least attention, get the most of it; while the lost sheep are left to wander neglected in their wilderness of ignorance; reversing thus, as applied to instruction, the principle of that characteristic maxim of the Gospel which indicates sinners,—not the righteous,—as claiming the most vigilant regard. Surely the teacher comes to teach not only the steady, the sober-minded, the apprehensive, the industrious, and the naturally intelligent; but to cultivate what has hitherto been barren, to awaken the torpid, to stimulate the indolent and listless, to encourage the timid, and to search out and breathe upon the latent sparks of intelligence that have been suffered almost to expire. This disregard for the dull or idle I believe to be one of the most fruitful causes of the low aggregate or attainment in many of our schools—conducted though they be in the majority of cases by teachers whose conscientious industry is as unquestionable as their intelligence and accomplishment. For, strange as it may seem, it is possible to slide

into a laxity of habit such as that described, and to remain as utterly unconscious of it as we are most of us unconscious of many of our own defects. Nay, even intelligent bystanders may remain unobservant of this laxity in teaching till it be pointed out. I remember a large school in which was a first class of thirty-five. Several visitors, persons of education, interested in the school were present. The clergyman examined them simultaneously in Scripture. The answers were exceedingly correct, and even surprising. Everybody, with one exception, was delighted with a school of such erudition. Compliments were interchanged. The result was printed. The local newspaper did not spare its paragraph. But one person present—who, however, kept his own council till this hour—observed that it was three girls only out of the thirty-five that answered these questions, and that the remaining thirty-two were occupied—not in listening to the questions or the answers, but in maintaining their heels at right angles, and in contemplating the dresses of the lady visitors.

One defect more and I have done with fault finding. The answers of the few scholars that can answer are so inarticulate and inaudible that the class in general cannot hear them. By this means an incalculable amount of instruction runs to waste. If a teacher, for instance, were to take out his watch, with its gold hands, silver case, brass and steel movement, porcelain dial, diamond jewel, silk watch-guard, and Cairngorm seal, and ask *audibly* of the whole class from what parts of the world all these ingredients had assembled in his waistcoat pocket, and if each child that could tell something about it were to contribute his bit of knowledge *audibly*, it is manifest that the information of the whole class would be increased, and, most likely, in an interesting and amusing manner. It would transpire that Sweden, the Brazils, Wales, Peru, Australia, Staffordshire, Languedoc, and Scotland, had each its representative in that small instrument; and it is conceivable, that according to the ingenuity of the teacher, a great amount of entertainment and instruction might be connected with the subject. But clearly all this is defeated, if to the major part of the class both questions and answers be inaudible, or even if they require much exertion to be heard. It is clear that, if the only child in the class who knows that brass is made of zinc and copper, and that, possibly, Cornwall and the Isle of Man combined to bless his coat with buttons, proclaim his knowledge in a mumble or a whisper, the rest of the class lose the benefit of his erudition. And so on with every variety of the subjects which make up the curriculum of a village school. In this way, *i. e., through inaudible utterance alone*, I have

not the slightest doubt that 50 per cent. of instruction which might become the common property of a school-class, is allowed to run to waste. In not half the schools with which I am acquainted is it enforced, as a point of discipline, that whatever a child says shall be said in such a manner as that it shall be heard by everybody concerned in hearing it.

And now, if my very estimable and sincerely esteemed friends the teachers are taking any umbrage at these critical remarks, let it be observed, firstly, that there are very many schools in my district to which they are, happily, inapplicable; and, secondly, that these strictures all lie within the region of method and management, and reach no farther. As regards the attainment of our teachers, generally, their industry and conscientious devotion to their duty, I have nothing but commendation to express. But my private conviction is that attainment has been forced too highly and too rapidly, somewhat at the expense of practical method; and that, even as respects attainment, there may have been some neglect of what we usually mean by literature and general information, which, to my mind, are accomplishments quite as requisite for a teacher as pure mathematics and inorganic chemistry.

I know of no public documents which exhibit more evident signs of independence, *i.e.*, of not having been subjected to any censorship in the department through which they pass, than the Reports of Her Majesty's Inspectors of Schools. This acknowledgment is made with an unaffectedly grateful sense of the courteous liberality of the Department of Education. What I have said above, therefore, will be taken for no more than private opinion, and not even as the opinion of my colleagues in inspection, but of myself alone.

One of those private opinions is that the religious instruction in schools should be almost exclusively, where practicable, imparted by the clergy, and that it should consist much more than at present of the more popular, practicable, and memorable text of the Gospels and the Psalms. With regard to other subjects of instruction, and to the general management of the school, my observation leads me to think that the less teachers are interfered with, excepting by a manifestation of interest and friendly encouragement, with occasional examination, the better.

Reviewing what I have herein felt it my bounden duty to write, it would be a very pleasing task if I had time and space to say, *per contra*, how much of good I have found in the very schools with which I have been least satisfied, and how many besides there are of which I might justly speak in terms of almost unqualified commendation. They appear, moreover, to be conducted with great kindness and parental

consideration. I see none of the crouching looks and distressing sense of irksomeness which used to be so common; the children seem almost always healthy, cheerful, and unconstrained. Defects of discipline are rarely on the side of rigour and oppression. Harshness and uncontrolled temper on the part of teachers I very rarely see; and with anything that deserves the name of systematic or habitual severity I am entirely unacquainted. Of the moral character of the schools generally, as of their teachers, it would be difficult to speak in terms too favourable.

And here I am tempted to relate a juvenile instance of "the homage which vice pays to virtue," through which, however, instinctive predilection betrays itself with a *naïveté* which may not perhaps alarm your Lordships so much as it appeared to distress the school authorities. It is my custom to ask the children of a first class to write impromptu upon their slates about different objects which I mention to them. An elephant, a swan, a monkey, &c. To one little boy of eleven years of age I had, perhaps somewhat imprudently, proposed a race-horse. He gave up his slate, inscribed, with very good writing and spelling, as follows:—

"The race horse is a noble animal used very cruel by gentlemen. Races are very bad places. None but wicked people know anything about races. The last Derby was won by Mr. P'Anson's Blinkbonny, a beautiful filly by Melbourne, rising four. The odds were twenty to one against her; thirty started, and she won only by a neck."

I handed this dissertation to one of the managers. He returned it to me with a perplexed look, saying, "I am very sorry indeed for this. He was always a very "good little boy *till now*."

I found that he was the son of an honest and industrious groom; and, notwithstanding the ominous "*till now*," the intelligent and amiable appearance of the child, and the good character I heard of him, give colour to the hope, which charity inclines to cherish, that he may yet clear the treadmill.

I cannot conclude this report without recording my gratified sense of the continued courtesy and kindness of the clergy and other school-managers of my district; and of the friendly co-operation with which they have lightened and facilitated the discharge of my official duties.

To the teachers themselves no less, my warmest thanks are due for the frank and cordial reception I have experienced from them, the candour and integrity with which they have assisted my inspections, and for the forbearance and good temper with which they have received my criticisms and suggestions. And here I beg leave to tender my sincere apology if ever the hurried manner in which I have sometimes been com-

pelled to leave their schools, to catch a train, should have worn an appearance of abruptness and insensibility to their kindness, for I am deeply sensible of it, as of the laborious and anxious nature of their calling, and of their high and honourable sense of duty. And most earnestly should I deprecate any such construction of any critical remarks in this report as might in the smallest degree disturb on their side that cordiality which on mine would prevent the possibility of any, the slightest, unfriendly intention towards them. I esteem them very highly, not only for their work's sake, but also for their own. And it cannot be that I desire to see that work improved, extended, and perfected, without co-ordinately desiring to see themselves enjoying progress, advancement, comfort, and elevation, both professional and social.

My acknowledgments would be culpably incomplete if I did not express my obligations to Mr. Koe for his invariably prompt and friendly and efficient services as coadjutor in my district. His visits of inspection are very much valued by the clergy and the teachers; and his personal character adds greatly to the acceptance of his official functions. I can have no pleasure more sincere than in rendering this humble tribute to a meritorious colleague; and I am most happy to perceive already that, in assigning the Rev. A. R. Grant as an additional assistant to the South-Eastern District, your Lordships have afforded me a certain prospect of enjoying this pleasure in duplicate next year.

I have the honor to be, &c.

W. H. BROOKFIELD.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. W. H. BROOKFIELD AND REV. R. L. KOE.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										Number of Certificated Teachers.	Number of Pupil-Teachers.
		No. of Schools, i.e., institutions held in separate buildings, and sepa- rately ma- naged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommoda- tion is provided, at 8 square feet of superficial area per Child.		
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	208	160	147	74	88	23,196	18,698	21,131	10,360	53,823	205	661	
Simple Inspection	20	11	10	3	8	1,063	796	1,063	796	2,665	—	—	

Per-centage of Children on School Registers

(1.)—Aged

Schools visited on account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	6.04	6.60	7.7	11.27	13.35	13.24	12.73	11.44	8.09	5.62	2.84	1.05
Simple Inspection	16.97	18.04	19.39	18.94	9.99	9.99	9.7	2.43	2.43	1.21	1.83	—

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	44.76	21.46	14.77	9.27	5.86	4.36
Simple Inspection	—	—	—	—	—	—

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 419 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.	Are reported to be taught			Schools visited on account of			
		Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.				
		Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.
Holy Scriptures . . .	276	1	279	—	15	1	2	—
Catechism . . .	134	1	191	1	11	—	2	—
Reading . . .	271	1	202	—	67	1	2	—
Writing . . .	271	1	230	—	39	1	2	—
Arithmetic . . .	276	1	217	—	50	1	2	—
Geography . . .	254	1	188	—	63	1	2	—
Grammar . . .	234	1	168	1	64	—	2	—
History . . .	30	—	29	—	1	—	—	—
Made from Notes . . .	3	—	3	—	—	—	—	—
Drawing . . .	8	—	8	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is									
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Imperfect or Bad.	Excellent, Good, or Fair.	Imperfect or Bad.	Excellent, Well, or Fairly. Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.							
	Annual Grants .	410	38	5	412	25	4	308	53	23	336	17	8	334	81	9	417	94	5	291	14	1
Simple Inspection	10	3	-	12	1	-	9	3	1	8	1	2	0	4	-	9	3	2	-	-	-	-

398. *Schools in Surrey, Sussex, & Kent, and Channel Islands.*

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 248,* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Fence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 2,153 0 2	£ s. d. 18,583 13 5	£ s. d. 10,532 8 11	£ s. d. 4,307 14 1	£ s. d. 35,575 16 7	£ s. d. 1 0 3½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers of 248* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscella- neous.	TOTAL.		
Annual Grants .	£ s. d. 23,860 10 6	£ s. d. 2,767 11 3	£ s. d. 11,507 2 3	£ s. d. 38,135 4 0	£ s. d. 1 0 9	36,755
Simple Inspection	—	—	—	—	—	—

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emo- luments (including Government Grants and all professional sources of income) .	Annual Grants -	£ s. d. 87 2 9½	£ s. d. 60 7 8	£ s. d. 58 10 7½	£ s. d. 38 2 1½	£ s. d. 52 5 6½	£ s. d. 35 19 4
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken .	Annual Grants -	166	46	113	70	19	54
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free .	Annual Grants -	127	37	83	46	13	35
	Simple Inspection	—	—	—	—	—	—

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	115	39,830	40'93	48'25	6'36	2'6	1'66
Simple Inspection	1	140	—	85'71	14'29	—	—

* The number of schools inspected during the year was 288; but from 45 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. W. J. KENNEDY, M.A., &c., on the CHURCH OF ENGLAND SCHOOLS inspected in the County of LANCASTER, and in the ISLE OF MAN.

MY LORDS,

I HAVE the honor to lay before you my report for the year ending on the 31st of August 1857.

I am happy to say that the year has been on the whole one of progress in several respects. In particular, I would observe, that during the year many additional schools have for the first time obtained competent and certificated teachers. In many of these cases it is your Lordships' extension of the capitation fees to parishes in general, irrespective of the amount of population, which has enabled and induced the managers of schools to engage such teachers.

Progress has also been made in respect of the extension of evening schools. This extension has also in some degree been owing to the gratuities which your Lordships now offer to the voluntary teachers of such schools. A great move has also been made in the matter of evening schools by the formation of an important union of mechanics' and other institutions in East Lancashire, whose chief object is the extension and improvement of such schools. Some account of this union, and of its first operations, I have thrown into an Appendix to this report. (*See Appendix B.*)

Having thus referred to the chief points of an encouraging character, I beg permission to call attention to some of the wants and deficiencies which are making themselves felt. I would begin with observing, that the time is within my memory when one of the largest towns in England had one National day school. It was called *the* National school. There was then no infant school. There are now, I am told, in the same town, thirty-three National schools and eighteen infant schools in daily operation; and, instead of a few hundred children, there are about 20,000 under daily instruction in these schools. And the difference does not stop here, for the qualifications of the teachers and the character of the education are as much elevated, in proportion, as the number of schools is increased. And I merely refer to what has thus occurred in one town, as a sample of the work which has been going on in similar proportion throughout the country. Various agencies contributed to bring about this result, viz., the British and Foreign School Society, the National Society, the Parliamentary grant commenced in 1834; but above

all, the Minutes of Council of 1846, which commenced giving annual grants to schools, and whose importance has eclipsed all other educational measures.

Now the improvement in the character of education to which I refer has been mainly, if not wholly, brought about by your Lordships requiring as a condition of annual aid a certain standard in respect of the qualifications of the teacher, of the amount of voluntary annual subscriptions to the school, of the comfort of the school-rooms, and of the supply of books and apparatus. This standard it was of course absolutely necessary that your Lordships should require as a condition of assistance in the administration of a Parliamentary grant which is voted in aid only of voluntary exertions. Moreover, it would on many accounts not have been expedient to fix a low standard as a condition of such assistance; for, in that case, it is to be feared that we should have had all our schools sinking to a low level instead of always looking upwards and striving after higher and better things, as on the present system they are led to do. In short, had no good standard been required, the Parliamentary grant would have been bestowed as alms, as mere charity, which would of course have been wasteful and intolerable.

But it has resulted from the system which is thus in operation, that very many schools have not been able to avail themselves of annual aid out of the Parliamentary grant; and their low condition is now rendered more conspicuous and more invidious and unsatisfactory by contrast with the flourishing schools around, which are receiving large annual grants. This contrast is much felt and commented on in my district; but still more so, perhaps, in other districts where the proportion of schools which can come up to your Lordships' standard is less than in Lancashire. The most striking facts, certainly, I gather from the reports of those diocesan boards and those inspectors who have to treat of the more purely rural districts. Thus, for instance, I perceive that in one entire county there is one school only able to avail itself of annual aid, and in another county five schools only. It is also stated, that out of the 955 parochial districts of Wales there are 126 schools only in receipt of yearly grants. The proportion of annual-grant schools is far greater than this in Lancashire; but still the cases of those schools which do not and probably never will be able to avail themselves of annual aid on the present system, in spite of the capitation fees, attract much attention here; and it is on this account that I feel it my duty to invite your Lordships' attention to the consideration of whether it is possible or not to aid the schools which cannot succeed in raising themselves. The subject seems of some importance, inasmuch

as it cannot be doubted but that the success of any educational system in a nation must ultimately be tested by the universality of its operation, by its power to deal with the whole population, and not with a part only.

These few remarks are introductions to a suggestion which I have in former years* offered to your Lordships, and which I desire to renew upon the present occasion.

I am fully alive to the fact that your Lordships cannot lower your standard of requirement so as to bestow annual grants upon schools with incompetent teachers, and otherwise in an unsatisfactory state. And as the standard cannot be lowered, there only remains the alternative of endeavouring to elevate the teachers and the schools up to the required mark. This I am anxious to see attempted. The best way of doing this which suggests itself to my mind is by the employment of a body of sub-inspectors as organizing masters. Such a body would be best obtained from the most meritorious schoolmasters of the country; and while their labours in organizing schools would certainly tend to raise the schools in every way, a stimulus would thus present itself to schoolmasters to earn such appointments by deserving them.

The way in which such organizing masters would help the poor schools would be by visiting a school for two or three days, or even, in some cases, for a whole week at a time. The organizing master would not merely satisfy himself about the state of the school in all respects, but he would have time to convince the managers and teachers of their defects, and also to exemplify in organization, order, discipline, classification, and instruction, what ought to be rectified about the school. He would make out lists of the books and apparatus needed. He would have time to converse in a friendly and private way with the teacher, pointing out to him his mistakes and shortcomings, and advising with him fully and minutely not only about the school, but also about his studies and the best way of preparing himself for a place in the Registration or the Certificate List. Indeed the grand aim of the organizing master would be to elevate the teachers to this position, because the annual grants of your Lordships are nearly all made to hinge upon the teacher being thus certificated or registered. For my own part, I cannot doubt but that in this way a great many schools and teachers would thus be put on the right track, that they would become permanently benefited, and that the managers would soon have the satisfaction of being able to avail themselves of all the annual grants and advantages which accrue to schools from having certificated or registered teachers. But even in cases where this result was

* See my reports for 1850-1, and for 1853-4. Digitized by Google

not obtained, much good would certainly result from the periodical visits of the organizing masters in the gradual improvement of such schools as I speak of; and it must be borne in mind that most of the schools in question are from one cause or another never regularly visited by those who could advise about their improvement.

It may be said that it is a very good thing that such a work should be done, but that there are difficulties about its being done under the auspices of the Committee of Council. For my own part, I believe that no great regular work of this nature can be effected by a voluntary educational association; and I also trust that there is no necessary educational work to which the Committee of Council on Education can be said to be unequal. The way in which the organizing master should work is, according to my view, immediately under the Inspector of the district, who should be responsible for his work. If your Lordships would grant me an organizing master, at an expense of about 300*l.* a year, I think I could in time, with the co-operation of school managers, raise nearly every school in Lancashire which desired it to the position of receiving annual aid out of the Parliamentary grant.

Although I wish to see no relaxation of your Lordships' standard of efficiency as the condition of annual grants, yet there is one point in which I venture to think that an alteration of the conditions of a grant might be made with benefit. The kind of annual grant in which I desire to see some alteration of the conditions is that of the capitation fees, and the alteration I refer to is in the requirement of payments by the children. In all large towns, of which my district mainly consists, there will always be a large class who are from poverty unable to pay the school fees. Their case renders free schools almost essential in some districts, care of course being taken that no child shall be admitted to such free school whose parents ought to be able to pay school fees. Most of these free schools in our towns are called "Ragged" schools, and their state is nearly always very inefficient and below your Lordships' standard. But if any such free school should engage certificated teachers, and furnish good supplies of books and apparatus, and in all other respects raise itself to the usual standard of other schools, I should be glad to see such schools receive the capitation fees. For instance, in one district in Hulme, in Manchester, the Messrs. Birley, of the firm of Macintosh, Birley, and Co., have established and carry on a very efficient free school, under a master holding a first-class certificate. No child is admitted until it has been ascertained that the parent is too poor to send his child to a *pay* school. The cost of the school is of course much greater than where the children do pay. Why should not the managers and supporters

obtain the aid of the capitation fees? They come up to the standard of efficiency; they expend more private money than is done on other schools; they are merely providing for a want felt in all large towns. I hope your Lordships will take the case of such a school into your consideration. If such free schools might receive the capitation fees, I believe that several of the "Ragged" schools in our towns would aim at reaching a better standard than that in which they now grovel.

There is another class of schools in my district besides the free schools which a slight alteration in your Lordships' rules would help to elevate. I mean the schools which in addition to the payments by the scholars are mainly supported by a small endowment. At present if a school be maintained in this way, and the annual voluntary subscriptions do not reach the amount of 10*l*. at least, such schools cannot obtain the services of a certificated master because such master could not receive the augmentation conditionally due on his certificate, and therefore no certificated master will take charge of such a school. And by this time no other duly competent masters are to be got. Hence, if we take the case of a school which has an endowment of 35*l*., voluntary annual subscriptions of 8*l*., and payments from children amounting to 22*l*., in all 65*l*. a year, such a school cannot get a certificated master, because the parish cannot raise more money in voluntary annual subscriptions. I regret to see these schools under this disadvantage, and languishing; and I should be very glad if your Lordships would not exclude certificated teachers in endowed schools in England and Wales from the augmentation of salary conditionally due on a certificate, except where the amount of endowment is in itself ample for the remuneration of a teacher.

I am happy to be able to report, that your Lordships' Minute of 1 March 1855, respecting payments of gratuities to teachers of night schools, has been productive of much good. There are about twenty schools in my district where this grant has been claimed, and a manifest stimulus has been given by the Minute to these evening schools, which are of special importance in Lancashire. So zealous and so efficient do I find many of these voluntary teachers, that I am come to the conclusion that for some time to come we must look to them, working generally under the head-teacher of the day school, for the success of our evening schools. The plan of confiding in ex-pupil-teachers for carrying on night schools is considered to have failed, principally, I believe, from the fact, that it is chiefly the refuse of the pupil-teachers who become assistant-teachers, instead of competing for Queen's scholarships, and going direct to the training college. So successful, on the other hand, in the night schools, do I find the voluntary

teachers, often taken from among the zealous Sunday-school teachers, that I think we only need a somewhat larger annual gratuity to such persons in order to obtain a very efficient supply of them. The gratuity offered under the Minute of 1 March 1855, varies from 5*l.* to 10*l.*; I should wish to see it rising up to as much as 20*l.*, by an annual increase year after year in the case of persevering and successful teachers. (*See Appendix C.*)*

Owing to the increase of day and evening schools obtaining annual grants, and which must, therefore, be visited every year, and to the large numbers of children in the Lancashire schools, and, not least of all, owing to the great number of apprentices in this district,—938 in number in August last, and now probably exceeding 1,000,—the work cannot any longer be properly discharged by two inspectors only. As regards the pupil-teachers of this district, it is satisfactory to me to be able to say that, out of the female Queen's scholars from Church of England pupil-teachers, upon the last occasion, one-seventh of the whole number was from my district; and out of the male Queen's scholars from church schools about one-ninth of the number was from this district.

In connexion with the subject of pupil-teachers and Queen's scholarships, it may interest your Lordships and the public to know the plan adopted in some parts of my district to obtain means of sending to a training college those apprentices who unfortunately fail in obtaining Queen's scholarships. The managers in some places enter into a legal agreement with the parent or guardian that he shall each year set aside all the apprentice's yearly payment exceeding 10*l.* Where this is done, the apprentice has a sum in hand of more than 25*l.* at the end of the fifth year. Thus he can himself pay for his training if he fail to become Queen's scholar; and if he succeed, he has a sum in hand which will prove most useful to him when he first enters upon the charge of a school. I should add that parents are, I believe, more ready to enter into this engagement in the case of their daughters than of their sons, chiefly perhaps because the son's earnings are more valuable; and they think in Lancashire that they are making a great sacrifice when they allow a boy to become a pupil-teacher. I append to my Report a specimen of the form of agreement to which I refer (*Appendix D.*) It is drawn upon a two-and-sixpenny stamp.

I have the honor to be, &c.

To the Right Honorable

W. J. KENNEDY.

The Lords of the Committee of Council on Education.

* An interesting letter on this subject, from a schoolmaster who has had great experience, and who has a very flourishing night school, will be found among my Appendices.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. W. J. KENNEDY AND REV. W. BIRLEY.

SUMMARY a. Attendance, &c.

Schools visited on account of	Number of Schools <i>actually</i> inspected between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children								Number of Certificated Teachers.	Number of Pupil-Teachers.
	No. of Schools, i. e., institutions held in separate buildings, and sepa- rately man- aged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In average Attendance.		For whom accommo- dation is provided at 8 square feet of superficial area per Child.					
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.						
Annual Grants .	233	126	114	95	04	23,026	20,030	23,972	18,402	75,550		814	938		
Simple Inspection	21	5	4	4	15	1,159	905	1,172	840	3,153		—	—		

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	7'86	8'78	10'03	11'28	12'88	11'77	10'81	9'83	7'93	6'02	2'27	'99
Simple Inspection	4'84	7'17	7'53	13'8	9'08	13'26	17'02	9'80	8'24	5'02	2'33	1'25

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	47'89	23'39	18'33	7'97	4'08	3'14
Simple Inspection	46'55	27'00	16'36	5'17	2'18	4'33

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 358 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	223	4	186	2	37	2	—	—
Catechism	221	4	184	2	37	2	—	—
Reading	236	4	204	3	34	1	—	—
Writing	299	4	213	2	26	2	—	—
Arithmetic	243	4	174	2	67	2	2	—
Geography	229	4	155	2	74	2	—	—
Grammar	223	4	152	2	71	2	4	—
History	131	1	67	1	63	—	9	—
Made from Notes	9	—	2	—	—	—	—	—
Drawing	11	—	10	—	1	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly. Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	
Annual Grants .	385	20	3	400	8	—	343	53	4	270	8	2	75	32	1	388	15	2	361	10	1
Simple Inspection	7	1	—	8	—	—	7	—	—	5	1	1	7	1	—	7	1	—	5	1	—

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 226 (Annual Grants) + 6 (Simple Inspection) = 232 * of Schools enumerated in Summary a.						Average Income per Scholar in Attendance.†				
	From Endow- ment.		From Voluntary Contribu- tions.		From School Fence.		From other Sources.		TOTAL.		
Annual Grants .	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£ s. d.
	1,277	5 0	13,821	5 1	16,798	11 1	2,576	6 10	34,468	8 0	0 15 11½
Simple Inspection	8	4 0	287	16 1	186	6 9	90	12 0	582	18 10	1 0 2½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers of 226 (Annual Grants) + 6 (Simple Inspection) = 232 * of Schools enumerated in Summary a.						Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.	
	Salaries.		Books and Apparatus.		Miscel- laneous.		TOTAL.		
Annual Grants .	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£ s. d.
	24,244	5 2	2,715	9 9	8,014	2 9	35,273	17 8	0 16 4½
Simple Inspection	405	7 2	27	5 8	108	7 3	536	0 1	1 0 3½

SUMMARY e.

Salary of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emolu- ments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
		99 18 11	64 2 4	70 8 7	43 19 2	61 12 10	26 11 9
	Simple Inspection	—	53 16 1	—	—	—	46 8 0
Number on which average is taken	Annual Grants .	177	26	99	26	35	46
	Simple Inspection	—	6	—	—	—	1
Number provided with house, or rent-free	Annual Grants .	79	16	27	11	8	11
	Simple Inspection	—	2	—	—	—	—

* The number of schools inspected during the year was 234; but from 22 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY f.

School Fees.

School visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	211	32,414	28'55	54'91	18'23	6'68	1'00
Simple Inspection	5	463	—	66'82	21'6	11'88	—

APPENDIX B.

EVENING SCHOOLS, AND PRIZE-SCHEMES.

A MOVEMENT of great educational importance has recently been organized by Sir J. P. Kay Shuttleworth. It consists of a "Union of Mechanics' and other Institutions for East Lancashire." Its main objects are twofold: First and principally, to encourage and improve evening schools,—a matter of the greatest importance amongst a population which goes to work so early in life as the factory operatives of Lancashire. The second object is to examine the scholars of these evening schools periodically, and award certificates and prizes to those among them who attain a certain proficiency.

The following details may be useful to persons in organizing similar schemes. The subjoined circular states the plan and particulars of this scheme:—

EAST LANCASHIRE UNION OF MECHANICS' AND OTHER INSTITUTIONS.

Examination and Prize-Scheme.

Burnley, November 22, 1856.

The Council of the East Lancashire Union of Mechanics' and other institutions desire to make known to the members and pupils of these institutions the principles on which the prizes will be awarded to successful candidates—the mode in which the examination will be conducted—and the time when it will take place.

Every candidate will be required to bring a certificate from the directors of the institution with which he is connected that he has not been educated at any higher than an elementary school.

No person will be permitted to compete for any of the prizes, unless he produce the following certificate of character, viz.:—"The undersigned certify of their personal knowledge that _____ is a _____ man of sober, honest, and industrious habits, and attentive to the duties of his station in life."

This certificate must be signed either by the directors, or the president and vice-president of the institution to which the candidate belongs, or by a minister of religion, at whose place of worship he regularly attends, or by his employer.

The Council propose to divide their subjects of examination and prizes into three classes:—

In the third class they will require such elementary knowledge as is necessary in the common arts of life, and most important as a means of making further progress in self-education.

For the purpose of affording the utmost encouragement to young men, whose early education has been neglected, the third class will be divided into two sections.

The second section will offer rewards for so humble a degree of attainment as to be within the reach of every earnest and well-conducted man after a short period of steady application; but no candidate will be admitted to competition who has not attended an evening class at least six months immediately preceding the examination.

In the first section of the third class the Council will require the art of reading and writing English correctly in the several stages of reading aloud with good articulation and expression—writing from dictation—writing from memory a simple narrative—read aloud twice by the candidates—writing a letter on some probable domestic occurrence selected by the examiner.

It is not intended in this class to test the knowledge of spelling and grammar otherwise than by these exercises.

In the third class also the candidates will be required to answer arithmetical questions in the rules which commonly precede decimal fractions.

This class will also reply in writing to some questions on the geography of Great Britain, limited to the mountain chains, the watersheds, and river drainage; and the situation of the coal fields; all which will be considered as affecting the sites of the chief ports, towns, and manufactures.

In the second section of the third class the Council will require candidates to be examined only in English reading—in writing from dictation—in arithmetic as far as simple proportion—and in the geography of England.

Three hundred marks will be the sign of the highest point of excellence in the third class. No candidate will have any claim to a prize in the first section of this class who has not, at least, fifty marks for English composition, fifty marks for arithmetic, and fifty for geography. Nor in the second section who has not twenty-five marks for English reading and dictation, twenty-five marks for arithmetic, and twenty-five for geography.

No prize will be awarded to a candidate in the first section who has less than two hundred marks, nor in the second section to any candidate who has less than one hundred and twenty marks; and the prizes of the third class will be awarded to the three candidates who have the highest number of marks in the first section, and to the six candidates who have the highest number of marks in the second section.

The second class of prizes will be awarded after an examination conducted in the following manner:—

Each candidate may work any of the following exercises.

He may analyse and parse, in writing, a passage of English.

He may paraphrase a passage from verse into prose.

He may repeat, with proper expression, fifty lines from Goldsmith's "Traveller," selected by the examiner. (The whole poem must, in that case, be committed to memory.)

He may work decimal fractions, and the usual rules in the mensuration of plane surfaces and solids.

He may answer in writing questions on the geography of the British islands and empire.

He may answer questions on the simple mechanical powers (lever, wheel and axis, pulley, wedge, screw,) and the theory of heat.

The highest excellence in this class will be denoted by three hundred marks. No candidate can be successful unless he has seventy-five marks at least for the exercises on the English language.—(Parsing, paraphrasing, and recitation.)

Every successful candidate must have at least two hundred marks; but it is not necessary that the candidates should have marks on each subject; and it is recommended to candidates that they should strive for excellence in a few subjects rather than for general but shallow information in many.

The six candidates possessing the highest number of marks above two hundred will receive prizes.

In the first class any candidate may be examined orally and by written questions on Paley's "Natural Theology." He may also be in like manner examined in the History of England since the accession of Elizabeth.

He may write his thoughts on any of the following subjects, viz.:—

On the best mode of educating a boy born in this country of parents supported by manual labour, or on the best course of self-education for a young man of the

working class after leaving the daily school; or on the comparative cost in money of self-education, and of habits of self-indulgence; or on household economy, as, for example, the selection of a house as respects the healthiness of the site—its drainage—method of warming and ventilation—arrangements for the comfort and morality of the family. Also on the best modes of preventing the spread of a contagious disease in a household, and of disinfecting a house which has been visited by such a malady.

He may answer questions in algebra, or in Tate's "Mechanics."

He may answer questions on the history, theory, and construction of the steam-engine.

He may answer questions on chemistry, especially in its applications to manufactures and agriculture.

Four hundred marks will denote the highest excellence in this class.

No candidate can be successful who does not possess one hundred marks for the English exercises (i. e., Paley, English history, or English composition on the subjects selected), and one hundred marks for the history, theory, and construction of the steam-engine.

The marks for chemistry will have much influence on the candidate's position in this class.

Six prizes will be distributed in this first class, but three of them will only be attainable by candidates who have more than three hundred marks. No candidate will obtain any prize in this first class who has less than two hundred and fifty marks.

Any candidate may propose to be examined in any of the above classes, in mathematics, or in any department of natural science not named, by giving notice to the examiners one month before the day of examination of the nature and extent of his acquirements in order that an examination paper may be prepared to test his knowledge. He will have credit for any marks thus gained.

The prizes in these three classes will be determined in the following manner:—

The Council recommend the directors of the several institutions to take steps to have the instruction in their evening classes regulated so as to prepare their pupils for the examination, especially by accustoming them to written exercises. They also suggest that, in the month of May 1857, a preliminary examination should be held in each institution of all pupils desirous to become candidates; and each pupil should, after such examination, be advised as to the class in which he should enter his name.

Every person desiring to become a candidate will give in his name and the class in which he wishes to compete to the secretary of his institution on or before the 1st of June 1857.

The secretary of each institution will communicate the names of the candidates and the class in which each enters for competition to Mr. Sutherland, the secretary of the Council, on or before the 7th of June 1857.

Notice will be given to every such candidate of the day and place of examination through the secretary of his institution.

The examination will be conducted by one or more impartial persons selected by the Council.

It will be partly oral, but chiefly by means of written answers to printed questions, which will be put before each candidate.

The candidates will answer these questions without any assistance from books or from each other, and will therefore write them in the presence of the examiners.

When the answers are finished they will be sealed up, and sent to some gentleman unknown to the parties, who will assign marks to each paper.

As soon as this is done the successful candidates will be declared.

The prizes will be distributed publicly.

All candidates who have one hundred and fifty marks in any class will receive certificates of merit, in which the nature and extent of their acquirements will, in each case, be accurately set forth. The chief employers of labour in the district have declared that they will attach much value to these certificates as proofs of meritorious exertion, correct life, and mental capacity in giving employment or promotion. It is therefore hoped that they will acquire by experience a distinct mercantile value, and be a means of promoting the commercial advancement of successful candidates.

The Council offer for competition on the foregoing conditions:—

In the first class—six prizes, each of five pounds in value.

In the second class—six prizes, each of four pounds in value.

In the third class—three prizes in the first section, each of three pounds in value; and in the second section—six prizes, each of one pound in value.

They will also award a medal and a special certificate to any candidate who obtains the whole of the marks required to denote the highest merit in any class.

The Council have purposely not specified skill in art in the list of subjects of examination, because they propose to award separate prizes for such skill.

These prizes will be divided as follow:—

1. Drawing of form from models and diagrams on the method published by Mr. Butler Williams.

2. Map and plan drawing for surveyors of land, &c.

3. Mechanical drawings, including machinery, tools, and working drawings of buildings, carpenters, masons work, excavations, &c.

4. Architectural drawings.

5. Industrial designs for all the trades of the district.

6. Drawings of the human figure.

Special arrangements will be made for the examination of the progress of pupils in the several schools of design, and for testing their ability; and a prize will be awarded under each of the above heads.

The day of examination will probably be fixed in the month of July or August, and a fortnight's notice at least will be given to each institution.

The examination will take place in Burnley in 1857.

(Signed) J. P. KAY SHUTTLEWORTH, President.
GEORGE STANSFELD, Vice-President.
JOHN SUTHERLAND, Secretary.

In accordance with the scheme developed in the foregoing circular, a second circular was issued in August 1857, fixing the day of examination for prizes, &c. The following is the circular in question.

Sir,

Burnley, 3 August 1857.

THE Council of the East Lancashire Union of Mechanics' and other Institutions request you to inform the committee of the Institution, and the candidates for prizes, that the examination will be conducted by Her Majesty's Inspector at the Burnley Mechanics' Institution, from nine o'clock in the morning to twelve o'clock, and from two o'clock in the afternoon to five o'clock, on Saturday the fifteenth of August next.

Coffee will be provided for the candidates in the noon interval of the examination, and again at its close.

The following extracts from the circular of 12th November 1856, require the attention of each candidate.

"Every candidate will be required to bring a certificate from the directors of the institution with which he is connected, that he has not been educated at any higher than an elementary school.

"No person will be permitted to compete for any of the prizes unless he produce the following certificate of character, viz.:—'*The undersigned certify of their personal knowledge that*

"*and industrious habits, and attentive to the duties of his station in life.*'

"This certificate must be signed either by the directors, or the president and vice-presidents of the institution in which the candidate belongs; or by a minister of religion at whose place of worship he regularly attends; or by his employer."

The directors of each institution are requested to make convenient arrangements by which their candidates may be enabled to reach Burnley with certainty before nine o'clock on August fifteenth (the morning of the examination) and to return at night.

The Council have under their consideration the propriety of distributing the prizes at a public meeting in October next, and their decision will be mainly influenced by the number of the successful candidates.

Any directors who may desire to be present at the examination on the fifteenth of August are invited to attend as spectators.

At the meeting held on the 18th of July the Council received from the members present reports as to the steps which had been taken to carry into effect the suggestion made at their previous meeting, viz. —that an itinerant teacher should be employed during the ensuing year at a salary of 120*l.* to teach on one evening in each week at each of six of the smaller institutions in the union. Two of the institutions were ready to adopt this plan, and in order to diminish the expense, 25*l.* was offered towards the first year's salary of the teacher. The expense to each of six institutions would thus be reduced to about 16*l.* You are requested again to bring this subject under the attention of your committee, and to report to the Council whether they are willing to contribute 16*l.* in order to secure the aid of a certificated teacher for one night weekly.

I am, &c.

(Signed) JOHN SUTHERLAND, *Secretary.*

To _____

The Delegate from the _____ Institution to the East Lancashire Union.

In accordance with the scheme thus promulgated, I examined twenty candidates for prizes in August last. The account of the results of this examination is contained in the subjoined paper:—

EAST LANCASHIRE UNION OF MECHANICS' AND OTHER INSTITUTIONS.

At a meeting of the Council of the East Lancashire Union of Mechanics' and other Institutions, held at Burnley, on Saturday, October 10th, 1857, Sir James Kay Shuttleworth, Bart., in the chair, the following minutes were adopted:—

The president laid before the Council Mr. Kennedy's tabular report* of the marks awarded to candidates for their papers and exercises at the examination held on Saturday, the 15th of August 1857.

The council decided to award the following prizes, viz. —In the second division of the Third Class a prize of 1*l.* to each of the following candidates:—

John Clowes Eatough, Accrington	-	-	215 marks.
John Whitaker, "	-	-	190 "
William Briggs, "	-	-	180 "

In the first division of the Third Class, a prize of 5*l.* to each of the following candidates:—

James Taylor, Crawshaw Booth	-	-	215 marks.
John Lane, "	-	-	210 "

These two candidates had, however, somewhat less than fifty marks for geography, but the Council finding that they had more than the required number of marks for arithmetic and English composition, overlook this defect on their first examination.

In the Second Class, a prize of 4*l.* to each of the following candidates:—

William Jones, Accrington	-	-	205 marks.
Holt Holt, Habergham	-	-	200 "
Thomas Healey, Burnley	-	-	200 "

Also to Alfred Ashworth, " - - - 200 "

though this last candidate has five marks less than are required for exercises in the English language.

The Council regret that they are not able to award the money prize to the candidate in the First Class, but as he would probably have succeeded in obtaining the requisite number of marks in the Second Class, they give him a handsome volume as an incentive to further efforts.

The Council being further desirous in this first examination to give the fullest expression to their sense of the meritorious exertions of the candidates examined:

RESOLVED:—To award gratuities in money, one-fourth of the full value, to all candidates who have four-fifths of the required number of marks, and certificates to every candidate who has two-thirds of that number.

* See Tables annexed..

412 *Schools inspected in Lancashire, and in the Isle of Man.*

The candidates who have *four-fifths* of the required number of marks are ; in the first division of the Third Class :—

John Dodgeon, Habergham	-	-	-	185 marks.
James Potter, „	-	-	-	185 „
Thomas Boardwell, „	-	-	-	178 „
Josiah Sutcliffe, Accrington	-	-	-	160 „

who will each receive 15s.

In the second class:—

Robert Kerr, Rawtenstall	-	-	-	170 marks.
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who will receive twenty shillings.

The candidates who have *two-thirds* of the required number of marks are :—In the first division of the third class:—

John Greenwood, Habergham	-	-	-	143 marks.
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In the second class:—

Alexander Whalley, Habergham	-	-	-	155 marks.
Matthew Tomlinson, Rawtenstall	-	-	-	150 „
Jonathan Bertwistle, Crawshaw-Booth	-	-	-	145 „
James O. Taylor	-	-	-	145 „

These five candidates will receive certificates.

The Council also decided to grant certificates to all the before-mentioned candidates, setting forth their respective degrees of merit.

The Council are glad to observe that these arrangements will confer a prize of greater or less value on three-fourths of the candidates who attended the examination. The principle of these arrangements must however be regarded as applying only to the first examination, and they think it expedient to declare that at future examinations the prizes will be strictly limited to the scheme published to guide the candidates. The Council request the committees to make such explanations to their respective evening classes as will leave no doubt in their minds that the prizes will in future be thus limited to such candidates as obtain the requisite number of marks.

The scheme of examination for male pupils will continue the same during the year 1857–8 as during the past year, but the Council will prepare and publish another scheme for the encouragement of female classes, and they will then announce the number of prizes offered for competition to both male and female students.

The prizes and certificates for the year 1856–7 will be distributed by the Lord Bishop of Manchester, who has consented to take the chair at a public meeting to be held for that purpose at the Mechanics' Institution, Burnley, on Wednesday the 4th of November at seven o'clock in the evening.

It is expected that at this meeting his Lordship will be supported by the Right Honorable William Cowper, M.P., Vice-President of the Committee of Council on Education ; the Right Honorable Sir John Pakington, Bart., M.P. ; the members for the northern division of the county ; the Very Reverend the Canon Mosely, and other friends of public education.

Resolved:—That the Council place at the disposal of the institutions in union four hundred tickets for the free admission of members of classes and directors.

That reserved seats be provided for directors ; seats in the body of the hall for the members of senior classes ; and in the gallery for members of junior classes.

That the committees of the several institutions be requested to make arrangements by which the attendance at this public meeting of members of their evening classes may be facilitated.

That the foregoing Minutes be printed and distributed to the directors and subscribers of the several institutions in union, and the members of their evening classes.

Burnley, 21 October 1857.

(Signed) JOHN SUTHERLAND,
Honorary Secretary.

THE EXAMINERS' TABULAR REPORT.

FIRST CLASS.—Highest merit, 300 Marks; Number required for Prize, 250 Marks.

One Candidate.

Name of Candidate.	Algebra, Mechanics, &c. 75*	History. 75	Steam Engine and Chemistry. 75	Com- position. 75	Total Marks obtained.
Jacob Waring, Burnley - -	25	15	25	30	95

SECOND CLASS.—Highest merit, 300 Marks; Number required for Prize, 200 Marks.

Nine Candidates.

Names of Candidates.	Arithmetic, Mathematics, Theory of Heat. 120	Geography. 60	Grammar and Paraphrase. 60	Repetition. 60	Total Marks obtained.
William Jones, Accrington -	80	45	40	40	205
Holt Holt, Habersham - -	55	50	35	60	200
Robert Kerr, Rawtenstall -	100	30	40	—	170
Jonathan Bertwistle, Crawshaw- Booth - - - - -	70	30	45	—	145
Alexander Whalley, Habersham -	50	50	30	45	155
Matthew Tomlinson, Rawtenstall -	65	35	50	—	150
James O. Taylor, Crawshaw-Booth -	50	35	30	40	155
Thomas Healey, Burnley - -	90	35	40	35	200
Alfred Ashworth, Burnley -	95	35	20	50	200

THIRD CLASS (FIRST DIVISION).—Highest merit, 300 Marks; Number required for Prize, 200 Marks.

Seven Candidates.

Names of Candidates.	Reading. 75	Arithmetic. 75	Essay and Dictation. 75	Geography. 75	Total Marks obtained.
Moses Greenwood, Habersham -	40	35	28	40	143
John Dodgeon, Habersham -	35	65	45	40	185
Thomas Boardwell, Habersham -	55	55	33	30	178
James Potter, Habersham -	50	40	55	40	185
James Taylor, Crawshaw-Booth -	60	55	60	40	215
John Lane, Crawshaw-Booth -	50	60	55	45	210
Josiah Sutcliffe, Accrington -	35	35	40	30	160

THIRD CLASS (SECOND DIVISION).—Highest merit, 300 Marks; Number required for Prize, 190 Marks.

Three Candidates.

Names of Candidates.	Reading. 75	Arithmetic. 75	Dictation. 75	Geography. 75	Total Marks obtained.
John Whitaker, Accrington -	40	55	60	35	190
John C. Eatough, Accrington -	40	70	60	45	215
William Briggs, Accrington -	35	50	55	40	180

* The numbers under the head of each column were assigned by the examiner as denoting the highest merit on each subject. The scheme required that a certain number of marks should be gained by each successful candidate for elementary subjects.

The public meeting referred to in the preceding paper was duly held on the 4th of November 1857 in the large hall of the Burnley Mechanics' Institution, which was completely filled.

After the Lord Bishop of Manchester, who took the Chair, had addressed the candidates and distributed the prizes, Lieutenant-Colonel Townley, high sheriff of Lancashire, moved, and Sir J. P. Kay Shuttleworth, Bart., seconded, the following resolution :—"That from eight to thirteen years of age children employed in mills spend only half their time in school, and at thirteen leave the day school for mill work."

"That children on whom the half-time system is not obligatory by law commonly are much less regular in their attendance at school than the half-time scholars, and, for the most part, leave school at an earlier age than thirteen."

"That it is desirable to induce the scholars of day schools to continue their education by attendance on evening classes when they leave the day schools, and to enter mechanics' and literary institutions when they are of ripe age for instruction."

Afterwards, Lord Cavendish, M.P., moved, and Lieutenant-Colonel Wilson Patten, M.P., seconded, the subjoined resolution :—"That by means of an impartial examination the proficiency of the pupils of such institutions will be tested, and proofs given of persevering application and ability, which will be accurately defined in certificates to be awarded by the examiners of the East Lancashire Union to all who can produce testimonials of respectability."

The Right Hon. William Cowper, M.P., moved, and the Rev. W. J. Kennedy, Her Majesty's Inspector of Schools, seconded, the third resolution :—"That such attendance on evening schools or mutual instruction societies, and on mechanics' and literary institutions, is a sign of a regular and correct life—a means of mental and moral improvement, and of preparation for all the duties of life."

And lastly, the Right Hon. Sir John Pakington, Bart., M.P., moved, and George Stansfeld, Esq., seconded, the following resolution, viz. :—"That to encourage young persons who give proof of a sober and thoughtful life by attending evening classes, and especially such of them as may, by ability and perseverance, gain prizes and certificates, it is important that employers of labour should pay great respect to such certificates in selecting young persons for employment and promotion; and that such deserving men have a strong claim to be nominated to compete for offices in the Excise, Customs, Inland Revenue, Post Office, and other departments, irrespective of selection by means of parliamentary patronage."

These resolutions were all carried unanimously.

I will only add that this scheme is now in full and active operation. The services of several teachers have been engaged to carry on the schools in this Union, who receive 10*l.* a year each from the Committee of Council in addition to their salaries from the Union. And, in addition, a very able certificated and scientific master, Mr. Clement, has been engaged to organize and superintend all the institutions in union and to give lectures to them periodically. He is to receive the augmentation upon his certificate.

This may be regarded as the most important move in connexion with evening instruction which has yet taken place. I do not allow myself to doubt but that the evening schools and the annual examinations of the scholars and the award of prizes must succeed in doing very much good. The propriety of attempting to induce employers of labour to give a preference to those who obtain the prizes is perhaps doubtful.

APPENDIX C.

REV. AND DEAR SIR,

St. Luke's, Heywood, 14 Dec. 1857.

WE are on the eve of another change in our evening classes, as both of my present assistants have gone to try for Queen's scholarships.

Instead of engaging other two ex-pupil-teachers in their stead, we propose to engage *four* steady, studious young men, who have received the rudiments

of the education they possess in the day school, and are now active and efficient teachers in the Sunday school, where they show such a natural aptitude for the work of teaching as induces me to think that, with some little labour on my part, they may be rendered very efficient assistants in the labour of teaching the evening classes.

They are young men with whom I have been in contact, as a teacher, on and off, for the last thirteen years, and I beg to assure you that their attainments in English grammar, history, and the mathematics would not disgrace a pupil-teacher in his last year of apprenticeship. In this last subject they are superior to the generality of pupil-teachers, for long before the present evening classes sprung into existence they were connected with a mathematical class in the Heywood Mechanics' Institution, of which I was the teacher for several years. They are altogether exemplary in their general conduct and behaviour, and are regular communicants at church. One of them is married, and they are all above 21 years of age.

I presume you will agree with me in thinking that the great majority of pupil-teachers at the conclusion of their apprenticeship are all too young, too inexperienced, and too wanting in solid common sense to become really efficient teachers of ignorant unruly adults, whose management requires more prudence and judgment than pupil-teachers or assistant-teachers ordinarily possess.

I find the work of teaching an evening school much more fatiguing than day school duty, and in consequence of the tired and wearied physical powers of the pupils, bodily strength and mental activity are all the more necessary on the part of the teachers.

In my own case, before I became a National schoolmaster, I was a shuttle-maker, and was employed by the Directors of the Heywood Mechanics' Institution in teaching the mathematics to their evening classes, which I did with such success as was, perhaps, the cause of inducing the former incumbent of this parish to offer me the situation I now hold, and in which I have laboured for the last twelve years; and I can truly say that my present daily duties, as a schoolmaster, are a much greater drawback upon my efficiency as an evening-class teacher than my manual labours as a shuttle-maker used to be. From my own personal experience in the matter I am convinced that it is possible to supply the wants of evening schools, so far as teachers are concerned, much more satisfactorily from the great body of Sunday-school teachers than from any other available source. All that is wanted is Government sanction and support. With this it would be perfectly easy to enlist into the service of evening school instruction a body of intelligent artisans, who, with the assistance of the National schoolmaster, would soon rival, and in some important respects far surpass, the present body of pupil-teachers and assistant-masters,—men who would regard the active duties of teaching more as recreation than as work.

With a staff of assistants such as I could obtain, I think I could surprise you by the results of evening-school instruction here; and if the plan were to be generally acted upon, you would find the cause of education greatly benefited thereby throughout the county, for Lancashire has a large body of Sunday-school teachers within it, who would seize the opportunity of such employment with eagerness.

Faithfully yours, &c.

The Rev. W. J. Kennedy, M.A., (Signed) T. WOLSTENHOLME.
Her Majesty's Inspector of Schools.

APPENDIX D.

MEMORANDUM.

That Matthew Brougham of the city of Manchester, builder, hereby agrees with George Mattinson of the same place, commercial clerk, acting on behalf of the Committee of Management, for the time being, of the Manchester Saint John's National School, that, in consideration of his daughter, Fanny Brougham, having been received into the said school as a pupil-teacher, and having been apprenticed to one of the mistresses thereof, he, the said Matthew Brougham, with the full consent of the said Fanny Brougham, shall and will, during the period of the said apprenticeship, set aside so much of the annual stipend which she may, as such pupil-teacher, be entitled to receive from the Committee of Council on Education as shall exceed the yearly sum of ten pounds, which sum of ten pounds he, the said Matthew Brougham, may retain to enable him to fulfil the covenant for her maintenance entered into by him in the indenture of the said Fanny Brougham's apprenticeship, bearing date the first day of February One thousand eight hundred and fifty-six; and that the surplus of the said stipend, over and above the said annual sum of ten pounds, shall every year, on receipt thereof, be immediately placed by him, the said Matthew Brougham, in the Manchester and Salford Bank for savings in the name of the said Fanny Brougham, there to accrue at interest for her sole use and benefit; and shall and will, at the expiration of the apprenticeship, devote the sum so accumulated (or so much thereof as shall be necessary) for the purpose of enabling her to enter the training school at the close of her apprenticeship, in order to be further instructed in the business of a schoolmistress, and for her maintenance during the time she remains at such training school. Provided always that the bankers' or pass book containing such said sums as shall have been placed to the credit of the said Fanny Brougham in the said Manchester and Salford Bank for savings shall at all times be open to the inspection of the said Committee of Management. Dated this first day of February One thousand eight hundred and fifty-six.

(Signed) MATTHEW BROUGHAM.

Witness,

(Signed) John Mattinson.

GENERAL REPORT, for the Year 1857, on the CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of CHESTER, SALOP, and STAFFORD*, by Her Majesty's Inspector of Schools, the Rev. J. P. NORRIS, M.A., Fellow of Trinity College, Cambridge, &c.

MY LORDS,

Stafford, January 1858.

THE question among the friends of education used to be, "How can we increase the number of our schools and improve the qualifications of our teachers?" This question has been satisfactorily answered by your Lordships' measures. Another problem is now before us,—“Having the schools, and having the teachers, how can we induce the children to attend more regularly, and to stay for a longer period?” I propose in this report to notice some of the ways in which the teachers and managers of the schools under my inspection are endeavouring to give a practical answer to this second question.

Children's attendance our great difficulty.

My remarks will be arranged under the following heads:—

1. The lessons taught in our schools.
2. Subsidiary means of making schools attractive.
3. Half-time schemes.
4. Evening schools.
5. *Secondary* schools in connexion with *primary* schools.

I.—SCHOOL INSTRUCTION.

Under this first head, though much still remains to be done, I have to report on the whole a satisfactory improvement in the schools of my district. The lessons have a more practical bearing on the work of life than they used to have in the earlier years of the pupil-teacher system. Teachers are asking themselves, more seriously than heretofore, “What do the people really want?” I find the junior classes more rigorously confined to the elementary subjects. The best teachers are giving closer attention to the penmanship, reading, and arithmetic of the younger children. In the elder classes, geography and grammar are sinking into their proper place as subordinate to the reading lesson; and more prominence is given to mensuration, book-keeping, and the like, for boys, and to needlework, for girls. In rural schools I am frequently asked to examine the elder boys in the elements of natural philosophy as exemplified in the “common things” around them; and in the northern towns of my district I find the teachers and clergy giving simple lessons to the elder boys on

money matters and the doctrine of wages. This adaptation of the instruction to the locality is most important. I am not without hope that before long in school instruction, as in other things, the *supply* will come to be regulated by the *demand*; and with a view to this, the parents may perhaps be admitted to have more voice in the management of our schools. Hitherto this has been almost impossible. The parents being, for the most part, themselves uneducated, we have been obliged to think for them. What wonder if we blundered at first? We thought we were doing best for their children in giving them a little of the same sort of instruction that we had ourselves received,—a little mathematics, a little grammar, a smattering of history and geography. This is what we have been doing, and what has been the result? Employers of labour do not value children more for having been at school; and therefore the parents do not care to send them.

Now we must look these facts in the face. If our instruction has been to some extent of a mistaken kind, the sooner we confess the fault and try to amend it the better.

If the purpose of education be to *make the most* of a child,—if, in order to make the most of a child, we must teach him to double the talent that God has given,—if that talent be not the same for all, but for some *muscular strength*, for others *skill*, for others *intellect*,—then it would seem to be a most unwise thing to aim chiefly at intellectual culture for all children. A wiser course would be to let our education be of three kinds, adapted severally to the three groups of children with which we have to do. For those whose lot will be unskilled labour in after-life, *physical training* in the way of industrial work would seem to be of paramount importance. For those who are to be skilled workmen or artisans, cultivation of *skill* ought to receive prominent attention. While for those who will have to work chiefly with the brain, *intellectual* culture rightly occupies the first place.

Now, to a considerable extent, certainly up to ten years of age, and in some measure afterwards, all these three branches of education should be pursued together. Some physical training is necessary in all schools for the sake of health; skill in some of the common arts of life (such as penmanship or needlework) is likewise necessary; and, to a certain extent, intellectual culture is indispensable for all children to give them a rational understanding of their duty. A scheme of education that entirely omitted any one of the three ought to be considered imperfect. The only question is about their relative importance for different classes of children.

After the tenth or eleventh year the child begins to form habits and acquire notions which are likely to cling to him in

after-life; and I would ask whether we are doing wisely in accustoming those who will have to get their living by manual labour to go on, up to their thirteenth or fourteenth year, with the notion that their main business is *intellectual culture*. Hitherto intellectual culture has monopolized our chief attention in nearly all schools. I want to see this monopoly destroyed. The really important thing in education is the formation of a virtuous and religious character; and this may be carried on in an industrial school just as well as in a school of purely intellectual instruction.†

If I were organizing a primary school, I would endeavour to give a practical interpretation to these notions in the following way.—For the younger classes I should desire to make no change in the present system. For children above ten or eleven years of age I should wish the first hour of the day to be given to moral and religious instruction. Three or four of the best hours of the day should then be given to industrial work; needlework and housewifery for the girls, and spade husbandry or some more skilled labour for the boys, according to the locality. And to ensure this industrial work being a real business and not a plaything, I would have it in some sort a commercial adventure on the part of the teacher, and carried on so as to be remunerative to the elder children, as well as to himself. The remaining hour or two of the day should be given to book-work, which would thus come to occupy the same position at school that we wish it to occupy in after-life,—a recreation after toil. If this were so, I am inclined to think that we should hear less than we do now of books being entirely laid aside when children leave school.

For the few elder boys who in each school might be marked out either by their parents' wish or by their liveliness of parts for *head work* in after-life, I would have a select class of higher instruction carried on while the rest were at their industrial work. In the subsequent part of my report, when I come to speak of *half-time schemes* and *secondary schools*, I shall have some further suggestions to offer on this subject.

I must now pass on to my second subject.

II.—THE SUBSIDIARY MEANS OF MAKING OUR SCHOOLS ATTRACTIVE.

And here I would beg to refer those who are practically interested in the subject to a pamphlet of essays "On the most effectual means of securing the regular attendance of children at school up to a more advanced age."* They

were written for me by some of the schoolmasters of South Staffordshire who had been especially successful in this respect in a district that presented greater difficulties, perhaps, than any other in these three counties.

The following are some of their principal suggestions:—

1. To have regard to the future trade or calling of a boy in giving him his lessons, and with this view, to introduce a few extra lessons on book-keeping, machine drawing, mensuration, commercial correspondence, or the like, in the first class, or as home tasks.

2. To stimulate the boys by periodical examinations, classification according to a scheme of marks, and certain privileges in the upper part of the school.

3. To attach them to the school by cricket clubs, bands of music, Saturday excursions, allotment gardens, flower and vegetable shows, &c.

4. To engage the interest of the parents by an occasional address at a tea party or school concert, by tracts or lectures on education, by constant visiting, and periodical reports of the progress of individual children.

5. To institute penny banks, clothing clubs, lending libraries, &c. in connexion with the school.

III.—HALF-TIME SCHEMES.

Acton.

Acton school continues to furnish the most successful example of an agricultural half-time scheme in my district. I have described it so fully in previous reports that I need add but little.

My friend Mr. Allen, the master, writes to me,—

“You will be pleased to hear that our half-time scheme continues to prosper. I hope the enclosed table is the sort of report you wished for. I am convinced that if the results of industrial training were better known, it would be more generally adopted. The boy Allman was one of our half-time boys, and several others who have left us are doing equally well. The boys Joseph and Samuel Boughy, whom I dare say you remember, are now worth 40*l.* in farming stock, the fruit of their own industry, the first sheep having been purchased with the produce of their basket-making when at school. By the way, our basket-making has quite given way to *netting*, which pays the boys better, as they receive 2*s.* for each net, which they can complete in three half-days.

“I have several letters asking for our plan of industrial work, so that I hope the system is likely to be adopted in some other places. I know of no reason why it should not be, except the great additional labour given to the teacher by the training of the boys, for which the sum allowed by the Privy Council is not sufficient remuneration.

6	Boys work for Mrs. T. all the year, gardening, age 10 to 15.
8	“ “ “ “ from June to September, in the farm, age 10 to 15.
2	“ “ “ “ Mr. M. from June to Christmas, farm, age 10 to 15.
10	“ “ “ “ Mr. L. from April to Christmas, garden and farm, age 10 to 15.
1	“ “ “ “ Mr. D. all the year, farm, age 12.
1	“ “ “ “ Mr. C. from April to September, farm, age 11.
22	“ “ “ “ Mr. Allen all the year, school field gardens, age 10 to 13. ”

All, excepting these last, who are employed on the school ground under the master's supervision, and are supposed to be *learning* to work, receive regular wages, at the rate of 3d. for the half-day.

Thus, out of a school of 120 boys, sixty are more or less employed for the half of each day in agricultural labour. Their employers, with whom I have conversed on the subject, tell me it quite answers, and give the boys an excellent character. They say it certainly would not answer to employ them unless they had received a previous training under Mr. Allen in the school garden.

One of the boys says—

"I work every morning at Mr. Dutton's, Brindley. In winter, I help to mixen, bed, and fodder the cows; in spring, I drive plough, drop potatoes, pick them, and cart them home; in summer, I make hay and cart it home. I take provisions to the workmen."

Mr. Bignell, Mrs. Tomkinson's gardener, has given me a complete journal of the boys' work in the garden for the whole year. He adds:—

"I am perfectly satisfied with the boys' work, and have no doubt that it will be of great service to them. If they take notice while with me, it will enable them, when they grow up, to cultivate small gardens themselves."

The other half-time schemes which I have to bring under your Lordships' attention are at ROSTHERNE, TARPORLEY, ELLESMERE, and TEDDESLEY.

Mr. Blackburne, the vicar of Rostherne, writes to me:—

Rostherne.

Rostherne Vicarage, Knutsford, 19 December 1857.

"In answer to your inquiries about the half-time scheme at work in the Rostherne boys' school, I beg to say that the system was started by desire of Mr. Egerton, of Tatton Park, who is the principal supporter of the school. He was grieved to see at what an early age the boys were taken from school, and he was determined to try if he could hold out an inducement to the parents to leave their boys for a longer time under school influence; accordingly he offered to employ a certain number of boys on his farm, paying them full wages (4s. a week) on condition that they went to school one half the day, and to work the other. He stipulated that no boy was to be employed under twelve years of age, or who did not bear a satisfactory character at school, both for good conduct and regular attendance, and that each boy was to pay the regular school fee. The number now employed by Mr. Egerton, on these terms, is eight, four of whom are at work while the other four are at school. The four who work in the mornings one week, work in the afternoons the next week, so that all have equal advantages. If they absent themselves from school without leave, the wages are reduced at the end of the week, just as they would be if they stayed away from work. The boys are employed in the usual occupations of farm labourers, under the supervision of an experienced workman. As regards the effects of the scheme, as far as I can judge from nearly two years' experience, I have no hesitation in pronouncing them good. Mr. Egerton is satisfied with the boys' work in the fields, and I am satisfied with their improvement in school. With respect to the master (Mr. Hodgkinson), he is decidedly of opinion that the system works well, and has a very good effect upon the whole school. It is an encouragement to good attendance, and an incentive to industry, since first-class boys only are eligible, while the presence of the more advanced scholars, whom the half-time plan retains, affords examples of a higher standard of attainments for the junior boys to aim at. The master says, moreover, that he finds no difficulty whatever in carrying out the system, and has hitherto found that the boys have not lost ground in consequence

of only having half-time at school. In proof of this, I may state that last Christmas, when we gave our first class their usual written examination on the subjects they had been taught in the preceding half-year, one of the half-time boys gained the same number of marks as one of the full-time lads, so that they shared the honour of being head of the school. With the parents the scheme is decidedly popular; they are very glad to have the wages coming in every week; and even those who cannot fully appreciate the importance of additional "book-learning" (as they call it), can understand the advantage which their sons derive from being taught to work in the fields. The boys themselves like the plan very much; the half-day's work makes them appreciate school more than they ever did before, while at the same time it does not overtask their strength, but gradually accustoms them to work for their own support.

"For myself, I value the half-time system as a means whereby the boys are kept longer under the influence of school training and religious instruction, while it disarms even very poor parents of the excuse 'that they cannot afford to send their boys to school' after they are twelve years old. The improvement that the system has produced in the regularity of the boys' attendance is very marked, and we now have amongst our 'half-timers' some of the best and most intelligent of our scholars, most of whom, but for this system, would long since have been removed from school influence altogether. Such is the outline of our half-time system here; it has nothing new or striking to recommend it, but I believe it is a step in the right direction, and calculated to be beneficial to the district. I feel most grateful to Mr. Egerton for employing the boys, for we cannot (at present at all events) expect the farmers in general to pay boys full wages for half a day's work,* and I am most sanguine that wherever the experiment is tried, it will not fail to do much good for the cause of education. I may, perhaps, add, that we have this year received capitation grants on behalf of all our half-timers."

Tarporley.

At Tarporley, the managers allow each boy or girl above a certain age to be absent two days in the week, provided that this time is spent in industrial work. The boys, for the most part, are employed to this extent in the school garden, and occasionally by neighbouring employers; the girls in washing, cleaning, or nursing at home. A most accurate register is kept of all the time so employed.

Mr. Statham, the rector, writes to me:—

"In adapting the short time attendance to the Tarporley school, the managers were desirous of adhering to their original rule, which requires that every child should actually be in school at the rate of not less than three days a week throughout the quarter; it being supposed that allowance would thus be afforded for prolonged absence under particular circumstances, provided the lost time should be subsequently made up. Accordingly, we proposed, in our correspondence with the Committee of Council on Education, preparatory to the commencement of the plan on the 1st of October 1856, that as the full time capitation return was fixed at 193 days — 16 days for casualties = 176, our scholars above ten years of age should be allowed industrial absence at the rate of two days a-week, if properly accounted for, on condition that their school attendance exhibited an average of the other three days a week; and we calculated that the three days' attendance on 48 weeks would be 144 days — 16 days for casualties = 128; and that the industrial absence at two days a week would be 96 days; so that the total number of days to be accounted for in the whole year would be $128 + 96 = 224$.

"Although the short time attendance, as explained above, and carried into effect under the sanction of the Committee of Council from the 1st of October 1856, has been hitherto experimental, we are all satisfied that the plan works well; that the whole time is fairly, and for the most part honestly, accounted for; that the children are beginning to understand that time is a 'talent' granted for their use, and not to be abused. The very business connected with the system imparts to the children some notion of individuality; while the combination of instruction and industry

* I believe that this high payment is neither necessary nor desirable.—J. P. N.

strengthens the school connexion, and is likely to retain the children somewhat longer under our charge.

"Allow me to add that the industrial department is extremely popular with the boys. The capitation allowance granted by their Lordships under this head has been laid out as a bonus among fourteen who were qualified to enjoy special privileges, and the labourer who superintended them. We have imparted to the boys some idea of the decencies of life, by making up their kit to four pair of woollen stockings, four shirts, strong fustian trousers, and velveteen jackets and waistcoats—a measure which has been thankfully acknowledged by the parents, and which is likely to stimulate the children in their exertions."

At Ellesmere, in Shropshire, the school is small, and only three of the boys are at present old enough for the half-time scheme. They work three hours a-day on some ground belonging to the vicar. I am glad to learn that, with the promised co-operation of a neighbouring agriculturist, the class is to be increased to twelve in the ensuing year.

Mr. Day, the vicar of Ellesmere, writes to me:—

"Ellesmere Vicarage, 21 Dec. 1857.

"I am sorry I have been obliged to delay till to-day sending you a short account of the working of my very small agricultural class. I have kept it going for two years, but with only three boys and a superintendent; and the result of this last year's profit and loss I enclose you a summary of. There cannot be a doubt about the good effect which the system has upon the boys who work in this class. They progress in school nearly, if not quite, as well as though they had no loss of school time (for which paradox many good reasons may be given). Then, again, from continuing under supervision, they become more humanised and better mannered, and certainly would present a strong contrast to the clownish dolts of their own age who present themselves for hiring each Christmas time. Indeed, I believe this two years' additional education lifts them over the most dangerous part of their lives, and gives them not only a moral superiority over other lads who have not had the same advantage, but also makes them much more generally useful as servants when they leave. The parents, too, like the system, and I have no doubt the good which the lads receive from continued schooling and supervision is to some extent of good influence at home.

"The difficulty about these classes is to make them pay. You will perceive that in my instance the loss must be considerable, for there is no account at all of the supervisor's stipend. Now, every class, however small, requires an overlooker, and I find I cannot manage this at a less cost than 12s. a-week, about four times the amount of the balance (to profit) in the account I have sent you; but then the same overlooker could as easily take charge of twelve or sixteen as three; and if the whole plan were enlarged to this extent, I have no doubt the balance would be satisfactory."

The Teddesley Farm School was continued with the best Teddesley. results during last summer. I visited it several times, and was glad to hear testimony on all hands borne to the improved behaviour and quickened intelligence of the boys. The class numbers from twenty-six to thirty boys, from eleven to fifteen years of age. They receive instruction from six to eight o'clock each morning in a spare room in the farmyard. Lord Hatherton tells me that he sees only one serious objection to the plan, and that is, the difficulty of dispensing with the boys' services just when the men need them most—when they are driving the teams afield. If this difficulty could be met (and I think it may), the plan would answer as well commer-

cially as it does educationally ; for the boys' increased steadiness and diligence in the field more than compensate for the curtailment of their hours of labour.

Difficulties
attending
half-time
schemes.

The following letter from the rector of a country parish is instructive, as showing some of the minor difficulties that hinder the adoption of the half-time scheme :—

" I fear I cannot help you much about half-time schemes. I have made the attempt, but without permanent success. Perhaps I had better give a history of the matter. In the autumn, Lord —— having taken into his own hands one of the largest of the farms, and committed it to the management of one of his tenants, whose farm was also large, it seemed to me that it would be a good opportunity to try what could be done to further a half-time scheme. I said to myself, ' Here is a farmer, one of our school managers, who has the supervision of nearly 900 acres, surely, therefore, he can find regular work for a class of boys.' So I went to him, and he at once agreed to try. Our master talked the thing over to the boys, and I quite hoped that the thing would have been managed. But, first of all, the farmer was not ready for the boys; then the biggest of the boys got employment elsewhere; and then, when the farmer said he was ready for the boys, some of them were elsewhere, and some of them did not like the walk (for the two farms in question are at least two miles from the school); and thus the thing fell through. I am sure that the great difficulty will be with the farmers. As a class, they seldom look forward; and if only they can get boys when they want them, they care not whether they are of an age when they ought to be at school. Besides, so much depends on the weather and the work to be done. At one time of the year, for a few weeks, a farmer can do with many boys; at another he wants none. If you will engage to send him the boys, and thus save him all trouble, you will succeed. By degrees, perhaps, more may be done. As the class of farmers improves, and sees the advantage of education to their labourers, you will have a better chance; but I could find you farmers who think that education (in *their* sense of the word, *i.e.*, the three "Rs") only spoils their labourers, and makes them more conceited. There is no question that the labouring classes (at least in districts like this) are more independent than they used to be, and the farmers lay all the blame to education. Besides, there is another difficulty to be surmounted. You cannot work your half-timers in school with your whole-timers, and therefore you must have a distinct class of half-timers, which would be almost impossible, unless you had at least twenty lads under this system, ten being always at school. I quite agree with you that the half-time plan *ought* to answer; and it would answer if all would but try; but there's the rub. However, don't suppose that I am desponding. I intend, please God, to make the attempt again. Meanwhile I talk about the thing, and I hope soon to get Lord —— to come over and see whether we cannot get the farmers into the humour. Observe, they don't *oppose*, but you can't get them to take the trouble."

I have given this letter at length, because it states very fairly what has happened in very many rural parishes where the thing has been attempted without success. There are some other minor difficulties which I have learned from conversations which I have had with practical men on the subject. For instance, one farmer, who was well disposed to try the scheme, stipulated that he should have the boys alternate *weeks* instead of alternate *days*. His reason was that it was the custom for the men under whom the boys worked to give them their directions overnight for the ensuing day, and this of course could not be done with daily relays. In another conversation I discovered a second reason for preferring alternate weeks to alternate days or half-days. A labouring boy's linen is changed once in the week, and his shoes

are cleaned once in the week. After being in the field all Monday, his clothes are thoroughly soiled, and would be unfit for school on Tuesday. If he is to go to school alternate days, he must have his two suits in constant use, and the washing arrangement would be a great difficulty; whereas, if he were to go one week to school and another week to work, the weekly cleaning of clothes might go on as usual. Another expression has been used which I can well understand,—“If a lad came alternate days, he would never get his hand in.” Hints of this sort seem to me peculiarly instructive, showing how essential it is that in each case where the experiment is tried there should be some one man arranging and directing it who thoroughly understands the agricultural system of that neighbourhood. The secret of the success which has attended the scheme at Acton is that the schoolmaster himself has a practical knowledge of farming matters. The cause of failure in many instances has been that neither schoolmaster nor clergyman was really conversant with the requirements of farmwork. And this leads me to the suggestions which I have to offer to those who wish to try the experiment. We have seen that it is vain to expect the farmers to begin the thing. We have seen that if it is begun, and shown to answer, by any one employer of the neighbourhood, they will by degrees take it up. We have seen, too, that the boys must have some previous training in the use of their tools. And we have seen, lastly, that it is essential that the director of the scheme should be practically conversant with farming matters.

Now, unless our mode of training schoolmasters for country places be much altered, there is little chance of the principal teacher being able to undertake the thing himself, as Mr. Allen does at Acton; and even if he were competent to do so, the demand on his time would be very great. I would propose, therefore, that in a country school large enough to make it worth while to form a half-time class, a steady skilled labourer should be engaged as agricultural superintendent. A garden of half an acre should be given him, and he should have command of the labour of all the boys above ten years old during three hours of each day, provided that he could gain their parents' consent. To the parents he might hold out two sorts of inducement: first, an occasional *bonus* to the boy out of the proceeds of the garden; and, second, the prospect of being admitted into the field-class after a year's training in the garden. This field-class should consist of the most able-bodied of the half-timers, being at least eleven years old, and having, therefore, had a year's training in the garden.

How these difficulties may be met.

Having formed this class, he should *farm* their labour ; I mean that he should guarantee them regular wages, say 1s. or 1s. 6d. a-week, letting out their services to the neighbouring employers whenever he could, at the best terms he could make, and in slack times, when they were not wanted in the field, employing them himself in garden work, making nets, carpentry, or the like. It must of course be stipulated that the boys shall attend the school half-time (alternate weeks, or days, or half-days), and that the school managers shall have a veto on any part of his arrangements of which they may disapprove.

It will be observed that I make the plan more or less a *speculation* to the superintendent. This I hold to be essential. Many of our attempts at industrial training have failed simply because they were imitations of real work, and not the real work itself. The boys felt that they were only playing at work after all. Then, again, in a man of this class, the possibility of increasing his own profits would be a most desirable stimulus to his industry and test of his efficiency. I do not propose that he should be entirely dependent on the profits of the scheme for his remuneration. The managers of the school should guarantee a salary of at least 25*l.* a year to him. Towards this your Lordships might, under existing Minutes, make a large contribution. The Minute of 1846, relating to day schools of industry, would authorize a grant of 5*s.* a-head on all the half-timers ; and the Capitation Minute of 29th April 1854 would authorize 6*s.* a-head also. Thus, if the plan worked steadily, the managers might expect 11*s.* a-head on all the boys so employed, towards the payment of the superintendent, besides half the rent of the garden and grants towards the expense of tools. Where such a superintendent had shown decided efficiency and success, I should propose that one of his class should be apprenticed to him, or, still better, that he should have an extra gratuity from your Lordships for giving special instruction in practical agriculture to one of the schoolmaster's pupil-teachers.

The ignorance of agriculture, and indeed of nearly all matters connected with country life, betrayed by the young teachers that now come from our training schools, is deeply to be regretted. No book knowledge of chemistry or of the theory of agriculture compensates for the want of familiarity with the actual routine of farm or garden work.

I will here conclude what I have to say on this subject. I am persuaded that the half-time scheme has seldom, if ever as yet, been fairly tried, and I am not without hope that it may be the means eventually of retaining children at our schools till fourteen years old in country places.

IV.—EVENING SCHOOLS.

I now come, in the proposed order of my report, to the means which in town schools are found most effectual towards keeping up the connexion between labouring children and their schools. Half-time schemes have been partially tried here and there in towns, but not on such a scale as to enable me to make any definite report. It was attempted in the schools connected with Messrs. Chance's glass-works seven or eight years ago, and was given up. The master of the Madeley school, in Shropshire, informs me that he has induced three or four boys, who are employed half their time by provision dealers, to attend school the rest of their time, instead of idling about the streets; and the master of the Wordsley school, near Stourbridge, tells me that he has four boys attending his school during the first half of each week who are employed the rest of their time in the glass manufacture. He adds, "These boys evidently take more pains and delight in their work, and show more vigour and intellectual energy, than those who attend the whole week." In a former report I detailed some attempts to introduce the plan into the shoe-making towns.

Evening schools better adapted to towns than half-time schemes.

But I am unable to point to any instance in which a voluntary half-time scheme has been adopted with any permanent success in connexion with a town school. The reason clearly is, that the closer competition of town industry makes it almost impossible for *any* employers to adopt it unless *all* were to adopt it; unless, in other words, it were to be required by the Legislature, as in the case of the textile manufacturers. Until, therefore, the factory laws are extended to other sorts of town industry, our hope must lie in the *Evening School*.

In the face of much difficulty and discouragement, the extension of evening schools in my district during the last few years has been most satisfactory. There are, I believe, about fifty now in operation, all in towns. Of thirty of these I have reports before me. I propose to extract from them such information as may be useful to those who are practically engaged in the work, and may at the same time serve as the basis for certain suggestions which I wish to submit to your Lordships, with a view to the further encouragement of this sort of school.

Congleton, St. James'.—The first district created under Sir Robert Peel's Act. Congleton People employed in silk mills. The night school has been *eleven years in operation*, and is one of the best in my district. For some years it was under a most efficient assistant teacher (Minute of July 1852). When he left, the clergyman (Rev. J. Wilson), failing to find another assistant teacher under the old Minute, and preferring an older man, appointed a silk-weaver under the later Minute. The man was a stranger to the place, and found difficulty in obtaining employment during the daytime. The 10*l.* which he received under the Minute of March, 1855 was of course insufficient to eke out his means, and he is leaving. Mr.

Congleton night school.

Wilson has the greatest possible difficulty in finding a suitable successor. Of the success of this evening school Mr. Wilson says:—

"Numbers of boys who have been scholars in it are now grown up and are filling respectable places as clerks, upper servants in factories, &c. I can distinctly state that I know the night school has been the means of raising not a few from the low and degraded state in which the parents and elder brothers were content to remain. I now find myself surrounded by a considerable number of young men who are intelligent, well-behaved, and vastly superior to what 'factory lads' used to be. I may mention also that I readily recruit my staff of Sunday-school teachers from amongst the most promising of the night scholars."

The subjects of instruction are occasional Scripture lessons; but not every evening, as nearly all the night scholars attend the Sunday school, in which a class of them are now reading the "Pilgrim's Progress." Reading and writing form an important part of their evening lessons; once or twice a-week geography and grammar; but by their own choice, the chief portion of their time is given to arithmetic, in which they appeared at the last inspection well advanced. Mr. Wilson adds,—“Some of them are really good singers, and I think they are all the better lads for having had this talent cultivated. A relation of mine (an attorney) has taken great pains with them, and *none* of the musicians have gone wrong in moral conduct. The old piano, to which the more proficient have access, jingles away, and it is wonderful how soon and how much they learn on it. The young men's musical class has lately developed into a brass band, of which I consider the old piano the parent. A subscription for this purpose was started; the youths themselves gave 5*l.*, and, though we are not a rich people, but just now very poor, 13*l.* more was kindly added to it by friends. The teacher *must* be a clever, energetic fellow, and a really superior man, or else he will never do for a town like this. But with only 10*l.* to add to the pence, I almost despair of engaging such a man."

Hurdsfield.

There are three other night schools for youths employed in silk factories, conducted by teachers appointed under the Minute of March 1855. All three teachers were brought up in silk factories themselves; one is at Buglawton, another at Hurdsfield, and the third at Macclesfield. The Hurdsfield teacher, Mr. Moss, is employed in the daytime as a Scripture reader; his school meets four times a week all the year round; the average attendance last year was 27, and the amount of the fees 10*l.* 6*s.* 8*d.*, showing a satisfactory increase as compared with the preceding year. The instruction is confined to reading, writing, arithmetic, and English grammar. Out of 48 on the register, only 21 have attended a day school. As the Congleton school clearly owes its success to the indefatigable interest taken in it by Mr. and Mrs. Wilson, so this Hurdsfield school owes its measure of success to the fact that the teacher has for years been known and valued in the parish as a Scripture reader.

Shelton, Earl Granville's school.

I now come to a school which has neither of these advantages, but which has the compensating advantage of being placed under the care of a trained teacher, liberally paid by the managers, in addition to the 10*l.* a year which he receives under the Minute of 1855. It is in connexion with Lord Granville's ironworks at Shelton, in the Potteries. It has been three years in operation; the following has been the attendance in each year:—

1855, on books	46	;	highest average	18	;	average age	16.37.
1856, "	34		"	22		"	14.7.
1857, "	60		"	34		"	14.15.

Instruction.—Reading the Bible, Irish third book, “Robinson Crusoe,” in first class, easier books in second and third classes; two-thirds write in copy-books; arithmetic, first four rules, simple and compound; all learn to draw on slates, two on paper. The school meets five nights in the week; the fee is 3d. for those who are employed in the works, and 4d. for others. The great difference between the number on the books and the number in average attendance is accounted for by the fact that many of them are day-workers one week, and night-workers another week, at the forge.

The teacher, Mr. Trevarthen, writes to me:—

“Generally speaking, they may be said to appreciate the instruction they receive; perhaps it is because many of them have to pay the school fee out of their own money, an arrangement which I think prompts them to some extent to regularity in attendance, and which the parents find to answer well with them. Those of the parents whom I can best judge of seem anxious for the education of their sons, and value the school as a means of employing the long winter evenings better than would be the case elsewhere.” In summer the average attendance drops to 9 or 10. There are at present 21 boys of 13 years and under; nine night scholars have been formerly day scholars. One, and perhaps the greatest difficulty, lies in the fluctuating character of the population; during the year 1857 there were 75 admissions, and yet the highest number present was only 41.

With this evening school may be grouped two others, one at the Messrs. Bagnall's works, West Bromwich, the other at Grappenhall; both are efficiently conducted by trained teachers, liberally paid by the managers.

I now come to evening schools under assistant teachers appointed under the Minute of July 1852, that is, under pupil-teachers who have been unable to go to training schools on the expiration of their apprenticeship.

The night school at *Poynton* was carried on very efficiently for three years by an *Poynton*. assistant teacher, well supported by the clergyman. It is a colliery population.

At *Wharton*, in the salt manufacturing district, an evening school has been *Wharton*. successfully started under an assistant teacher, also zealously supported by the clergyman. It is open three nights a-week, each scholar paying 1d. a night. Their ages vary from 10 to 16; average attendance, 62. (I am sorry to hear that the assistant teacher is leaving.)

At *Kingswinford*, in a coal and iron district, there is a night school under an *Kingswinford*. assistant teacher, which Mr. Sandford visited, and found in a very fair state of efficiency. The clergyman “considers a night school an indispensable adjunct to a National school in a mining population.” There are on the books 18 above 20 years of age, 13 between 16 and 20, and 18 under 16.

At *Stafford* and *Wordsley*, the assistant teachers appointed to night schools under the Minute of July 1852 were reported so wanting in energy that the night schools had to be either given up or re-organized on another footing.

At *Dukinfield* and *Bilston* the clergymen are anxious to find teachers under the later Minute, the assistant teachers having left.

At *Madsley*, in Shropshire, one has just been appointed under the same Minute; he was formerly a schoolmaster, and is now a clerk in a bank.

I find satisfactory reports of three night schools for girls, under the care of assistant teachers paid by your Lordships.

One at *Stone*, for shoe-binders, numbering 30 in winter and 15 in summer, three Girls' night nights a-week; another at *Stafford*, also for older girls employed in the shoe trade, schools. very satisfactorily conducted; and the third at *Bollington Cross*, for girls employed in the cotton mills. This last is held twice a-week, one of the evenings being devoted to sewing. The profits arising from the sale of the needlework go to the school fund; last year more than 13*l.* was thus realized. On the other evening the girls read, write, and do arithmetic; the average attendance exceeds 30. The principal parishioners take a lively interest in the prosperity of this evening school.

I have now, I believe, mentioned all, or nearly all, the evening schools which received grants from your Lordships in the course of the past year. But I have only described one-third or one-fourth part of what is being done in the way of night schools in my district. There are, at least, thirty others carried on by the self-denying exertions of volunteer teachers—generally by the clergy or some members of their families. In one place I hear of the clergyman and his two curates binding themselves each to undertake the night school one evening in the week; in another I hear of the clergyman's wife reading aloud to the girls every other evening during their needlework; in another I find the school carried on three times a-week by five of the Sunday school staff, the clergyman and his curate giving up two evenings in the week to the private instruction of the teachers. In a large rough manufacturing town I find a night school for factory boys, carried on almost entirely by the clergyman's wife until her health broke down. One clergyman writes,—“I undertake the night school myself, with the assistance of a neighbour, who volunteered to teach “mechanical drawing.”

In several of the schools I find drawing popular. Mr. Egerton, the rector of Whitchurch, writes to me,—

Whitchurch
night school

“Once a-week we had a drawing class. We began with the few primary rules of perspective. As soon as they could copy a simple object on their slate from the black-board without any violation of those rules, I presented them with paper and a pencil. Some of them showed great taste for drawing, and before we closed all were able to take home some of their own productions, many of them very creditably done.”

The chief instruction was, however, in reading, writing, and arithmetic. Mr. Egerton says,—

“It was delightful to observe the diligence with which the young men set to work to make the most of their time; how earnestly they puzzled over the sums, and how careful they were not to blot their copy-books. The moment the clock struck nine work was stopped, books collected, and then followed prayer. After that I always read some amusing tale or fable, or paragraph from the newspaper, or incident of the war. It was clearly understood that their remaining for this was quite optional. However, they seemed to enjoy it particularly. It was always followed by great applause and clapping of hands, and so we broke up with a glorious ad libitum uproar.”

This school was started and carried on for the whole of the winter months by the benevolent zeal of one of Mr. Egerton's chief parishioners, who did not miss one single evening's attendance. This, however, he will now be unable to continue, and Mr. Egerton is at a loss to know how to provide for the conduct of the school.

There are successful night schools carried on by volunteer teachers at Bridgnorth, Chesterton, Dukinfield St. John's, and Halton. At Chesterton the clergyman informs me that so long as the school was free no adults came, but that when a small fee was charged they began to come.

The following account of the Nantwich evening class illustrates the way in which very many of these night schools have begun :—

"Our night school originated in a request from a number of young men who had just received the rite of confirmation that the lessons they had received preparatory to it might be continued afterwards. This induced us to attempt a night school in connexion with these lessons. The National schoolmaster, and the pupil-teachers, and my curate and myself met these young people for the first time on Lady-day last. In order to give those present my own idea of the best method of conveying instruction to adults, I opened the school by giving a lesson on the alphabet to a lad of eighteen, who could not tell one letter from another. After eight lessons he was reading the Society's second book enjoyably. The other classes commenced in the same simple way, and are progressing favourably. Our numbers are progressing so rapidly that we hardly know how to meet the increased demand upon our time. We have hitherto met only once a-week. I have thought of giving up a second night to it, but I cannot ask Mr. Clegg to do so. The number on the books is now 104, and the average attendance during the last ten months, 60; present ordinary attendance, 76; 12 are learning the alphabet, 30 monosyllables, 18 easy narratives, 38 arithmetic, 6 geometry, 56 write on paper. A Scripture lesson is given to all."

The following account of a night school at Runcorn is also instructive.

"Our night school is for men and boys who have left school and gone to work. It is held during the six winter months, on three evenings in the week, from seven to half-past eight. Each pupil pays 2d. a week, and is furnished with books, slates, &c. The subjects of instruction are reading, writing, and arithmetic. The teachers are members of my Sunday school staff, three out of the five being present each evening, assisted by myself or my curate or Scripture reader. The average attendance is sixty before Christmas, and thirty or forty after. It was my wish on coming to Runcorn three years ago, that it should have the advantage of being under the direction of a trained master in connexion with the Government. But I found the teachers who had voluntarily commenced the school with the sanction of my predecessor opposed to the arrangement, as they did not wish to resign to the direction of another the school in which they had taken so great an interest."

The following letter from my colleague, Mr. Sandford, contains notices of some other evening schools, and gives the results of his experience in the matter.

11 January 1858.

"I know of about thirty night schools held in connexion with the parochial day schools in the district; about twenty-three of these I have visited. Perhaps the most interesting of these night schools is one with which you are yourself acquainted, that of Messrs. Bagnall at Goldsill. There were about sixty present when I visited it last year, during your absence from the district. This is about the most successful school of the kind I know, but when the employers themselves take such a spirited part in the teaching as the Messrs. Bagnalls do, besides connecting with the school the additional attraction of games, as chess, draughts, &c., in the winter, and cricket in the summer, a night school is sure to be successful.

"At Windlehurst, in Cheshire, there is a night school which you have not seen, and which interested me much. It was carried on solely by a clergyman, curate of the High-lane district in Marple, and was composed of about thirty young men, chiefly I think, weavers, some colliers, who had made great progress in arithmetic, and showed a most intelligent knowledge of what they had been taught.

"This school was the more satisfactory from its being composed of grown up young men, one of the great evils connected with night schools being that many of the scholars are far too young, more fit for a day than a night school. The plan of showing such young boys into a night school works badly in many ways.

"At Stoke-on-Trent I found a great improvement in the night school. There were about forty boys, and about thirty girls and young women in two separate schools. The scholars were sadly young. (In the Potteries under the present system this can

hardly be avoided). Many of the boys had made progress, and had much improved in order.

"At Hanley, connected with the day school which has so great a reputation in that district, there is a large night school; at my last visit I found about fifty lads of every age from 17 downwards. Though a most useful school, but little was done compared with what might be done with greater teaching power.

"In Macclesfield, I found only one night school, where there were thirty or forty scholars under a teacher appointed under the Minute of March 1855; but in the classes connected with the Mechanics' Institute in that town there appeared to be nearer 200 than 100 scholars, boys and young men (besides the classes for girls), employed in the factories, and this without there being any trained teachers, or any of the means or appliances of instruction in use under the present system.

"The night school at Mayfield was carried on by voluntary teachers. In point of numbers it was very flourishing in November 1856, and the teachers seemed most zealous. I fear it has fallen off since.

"The night school also at West Bromwich has been given up from want of a regular teacher. There were forty or fifty scholars in one department of it in February 1857. Though at present there was no night school connected with the National school in this populous place (West Bromwich), the clergyman informed me that some of the chief employers were very anxious to see one established. He even thought the hours of evening labour might be shortened, so as to enable some of the lads in their employ to attend it.

"At Kingswinford I visited a school composed of boys and young men employed in the coal and iron works, carried on by an assistant teacher (seventeen present). Some of the boys here, of thirteen or fourteen, were earning their 2s. a day, so that a night school seemed to be the only chance of their getting any instruction at all when once they were able to work.

"At Bilston it is intended to start a night school under a teacher claiming the aid afforded under the Minute of March 1855. One night school which existed in that populous town a year or two ago has been given up.

"At Tipton a great deal is being done, I am told, for night schools by the generous efforts of Sir Horace St. Paul.* There is, I hear, a very strong desire among the working class in that hitherto neglected district to avail themselves of the instruction given in these schools.

"But with all the zeal that is felt on the subject, and with all the desire to learn which just now characterises the youth of the working class, I find that it is considered impossible for these schools to be kept up long together, or for them to continue popular, unless a superior class of teachers, and a more attractive system of teaching than is applied at present, be called into the work. Lads and young men fatigued with a day's work need to have the teaching made, not less, but more lively, intelligent, and attractive than is required for children.

"How teachers who can apply such a method are to be procured is, of course, the difficulty. Assistant teachers (ex-pupil-teachers) are very hard to obtain, when obtained they are rarely, if ever, satisfactory, either in moral weight or in tried skill in teaching."

There are several points in the preceding reports of night schools well worthy of attention.

1. Not one of the whole number is situated in a purely agricultural district; they are all in mining or manufacturing districts.
2. There appears to be in these districts an unmistakable demand for evening instruction on the part of the elder lads, and on the part of adults also, provided that they can have their lessons separate from the younger ones.

* I hope in my next annual report to notice in detail the work of regeneration now going forward in the schools of the five ecclesiastical districts into which Tipton parish is divided.

3. The night school's popularity seems to be rather increased than lessened by the requirement of a fee, generally one penny per night.
4. The subjects of instruction are for the most part quite elementary,—reading, writing, and arithmetic.
5. Though the instruction is thus elementary, it is essential to success that it should be imparted in a lively and spirited way.
6. Few of the schools are carried on all the year round, a large majority being closed in the summer months; nor do the pupils, as a rule, like to attend more than three, or at most four nights a-week.
7. The successful night schools may be divided into two groups; one group carried on by what may be called Sunday school machinery, *i.e.*, the clergyman himself and a few zealous parishioners; the other group carried on by well paid trained teachers.
8. These two sorts of teachers—the voluntary and the professional—cannot well be combined. This appears from the Runcorn case and others which I might have quoted.
9. A large number of them have a most precarious existence, and nearly all the clergy mention the great difficulty of providing teachers for their maintenance.
10. Only one-fourth of the whole number of night-schools in my district are receiving assistance from your Lordships.

Now the questions to be decided are,—

1. Why do some fail, and others succeed so admirably?
2. How can success be ensured to a greater number?

Chief difficulty.

I believe that in four cases out of five the answer to the first question is to be found in the fifth of the above observations. Where the teaching is lively and *spirited* the night school prospers; the great difficulty of securing to it such teaching explains why so many languish.

The second question, therefore, resolves itself into this,—“How can we provide efficient and spirited teachers for night schools?”

It is a noticeable fact, that while nearly all are straightened for want of assistance, only one in four is seeking it under your Lordships' Minutes. The inference is unavoidable, that your measures are either unsuited to the requirements of the case, or are not generally understood.

The conclusions to which my observations have led me are :—

1. That the young assistant teachers appointed under the Minute of July 1852 are not of much service in a night school.

2. That in night schools where there are several voluntary teachers the Minute of March 1855 will come to be much valued when its provisions are more generally known.
3. That for night schools of more advanced instruction none but a highly trained teacher will answer; and that no means have yet been devised for securing the services of such teachers.

I will consider each of these points in detail.

1. The Assistant-teacher Minute of 1852 was designed to assist night schools in one of two ways; either by releasing the head master in the afternoon, so that *he* might undertake the night school; or by the assistant-teacher himself undertaking the night school. The first plan would of course be undesirable in any but small mixed country schools, and it has been shown that our night schools are nearly all connected with large town schools. The second plan fails, because the assistant-teacher—a youth of eighteen or nineteen, just out of his apprenticeship—is neither equal himself to the sole charge of the night school, nor yet likely to work harmoniously with volunteers who might be disposed to assist him.

Thus, on either plan, the Minute of July 1852 fails to meet the requirements of a night school in four cases out of five.

2. The second Minute under which your Lordships offer aid to night schools is that of March 1855.

It must strike any one who reads the accounts of evening schools given above, how very generally they owe their vitality to the same practical, earnest benevolence which in the last generation originated and still maintains the Sunday school. When the history of popular education comes to be written, it will contain no chapter more interesting than that which records the rise and development over the manufacturing districts of the Sunday-school system. But as the day school advances in efficiency, characterised as it is by the excellence of its week-day religious instruction, the special need which called the Sunday school into existence decreases; and it is most interesting to see the same missionary zeal going forth to find a new field for its exercise in what has come to be the requirement of the age,—evening schools for our young workpeople. The purpose of the Minute of March 1855 was to stimulate and assist this sort of effort without superseding it. Many school managers in this district, and in my colleague the Rev. W. J. Kennedy's district, are taking advantage of its provisions. A permanent teacher is wanted who will work harmoniously with volunteers, and be to them what the "superintendent" of the Sunday school is to the other Sunday-school teachers in the towns of the north of England.

I am not without hope that when the Minute of March 1855 comes to be more generally known, it will be found useful towards obtaining the services of such a person.

3. But in many places it is plain that a regularly trained teacher, of mature experience and considerable skill, is essential to the success of an evening school, and such a person neither of the Minutes in question provides.

Only one plan by which such a teacher could be secured, occurs to me:—*to commit the night school to a certificated teacher employed in the daytime as master of a secondary school.* And this leads me to the fifth head of my report.

Suggestion
for over-
coming
difficulty
referred to.

V.—SECONDARY SCHOOLS.

An official letter from your Lordships' Secretary, on the subject of middle schools, printed at page 42 of the Minutes for last year, contains the following passage:—

"The Lord President thinks that a system of secondary schools might with great advantage be added to the present system of primary schools, in all those localities where schools of the latter kind are sufficiently large or sufficiently numerous to afford a supply of children who have mastered the common elements of instruction, and are prepared to proceed with more specific studies."

Now, your Lordships could, under the terms of the Parliamentary vote, only recognize such schools as places of higher instruction for the most promising pupils of the elementary school; but it is plain that they would be largely resorted to by the children of the middle classes also, and would satisfy a need which is coming to be more and more felt in that stratum of society. Their establishment would, moreover, open a career for our older certificated teachers; promotion to the charge of such a school would be a natural and most suitable reward for ten or fifteen years' service in a successful elementary school. Where the primary school had such a secondary school appended to it, the promotion might take place without removing the teacher from the neighbourhood where he was known and valued, and he might continue to interest himself in the affairs of his old school, and assist by his counsel and experience the junior teacher who succeeded him. Such a teacher, relieved from the charge of pupil-teachers, and with twenty or thirty instead of a hundred or more boys to teach in the daytime, might well be able to give three or four evenings in the week to the night school. Thus three most important purposes would be fulfilled: a new and much needed class of day schools would be created; the best possible sort of teacher would be provided for our night schools; and a career would be opened to our certificated masters.

I wish to call especial attention to the fact, that there is nothing to prevent any of the more spirited school-managers of my district from trying the experiment in connexion with their primary schools.

The outlay would be very small, and once started, the secondary school ought to be self-supporting; indeed, I believe it would help to make the primary school self-supporting also after a few years. The steps to be taken would be the following:—

1. To build an additional class-room by the side of the existing primary school; toward this a grant might, I apprehend, be made under existing Minutes. It should be reserved for the purposes of the secondary school between nine and four o'clock; and at other times might be used as a pupil-teacher room, and as a library and reading-room open to the elder boys of both schools.
2. Where the teacher of the primary school was a man of some standing and high certificate, and was favourably known in the neighbourhood, he might be promoted to the charge of the secondary school, and a younger certificated teacher engaged at a lower salary to take his place in the primary school.
3. To invite the tradesmen or farmers of the place, by circular or public meeting, to send their boys to this secondary school, asking such quarterly fees as are usual in commercial schools, and requiring that they should have been previously well grounded in reading and writing.
4. To appropriate (with the aid of the Charity Commissioners if necessary) any prize funds or apprentice funds in the parish to the purpose of establishing *free exhibitions* to this school of higher instruction, to be annually competed for in the primary school.

Twenty or thirty pupils paying a guinea a quarter would suffice to render the school self-supporting. The master might, I believe, continue to be recognized by the Education Department, as still exercising a general supervision over the primary school, and if he undertook the night-school (a most desirable arrangement) he would receive, besides the fees, an annual grant on this account. Any *direct* grant to the secondary school, even if the terms of the Parliamentary vote allowed it, I should strongly deprecate; but there would be no reason why the managers should not invite the Inspector to include the higher school in his annual examination, and publish his report for the satisfaction of the parents.

The organization of such secondary schools, and the rendering available for them the services of our certificated teachers, would go far, I believe, to remove the prejudice now existing in the minds of the middle classes against the education offered to the children of the poor.

I have the honor to be, &c.

J. P. NORRIS.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. J. P. NORRIS AND REV. H. R. P. SANDFORD.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.				Number of Children						Number of Certificated Teachers.	Number of Pupil-Teachers.
	No. of Schools, i.e., institutions held in separate buildings and sepa- rately ma- naged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommo- dation is provided, at a square foot of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	285	137	121	26	111	12,426	16,120	17,353	14,506	58,570	244	515
Simple Inspection	56	21	19	9	22	2,405	1,816	1,499	1,186	4,394	—	—

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	7'59	8'46	10'3	12'52	12'91	12'3	11'16	9'34	6'64	4'67	2'5	1'31
Simple Inspection	8'95	9'26	10'17	12'97	12'39	12'2	10'87	8'47	5'94	4'25	2'16	1'24

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	43'45	31'96	14'75	9'58	5'72	4'59
Simple Inspection	46'57	22'73	13'85	11'19	5'47	6'16

438 Schools in Cheshire, Shropshire, and Staffordshire.

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 481 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.	Are reported to be taught							
		Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.			
		Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	
Holy Scriptures	336	50	263	31	44	12	11	7	
Catechism	316	41	262	20	46	12	10	9	
Reading	319	45	237	24	75	16	7	5	
Writing	285	44	225	22	50	10	10	2	
Arithmetic	321	48	217	25	90	12	14	11	
Geography	149	15	126	9	20	4	3	2	
Grammar	124	12	167	8	22	2	4	2	
History	59	7	43	3	8	3	1	1	
Music from Notes . . .	28	1	27	1	—	—	1	—	
Drawing	18	1	12	1	—	—	1	—	

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept.		Apparatus is		Discipline is		Fitness for Training Apprentices is	
	Excellent, Good, or Fair.		Imperfect or Bad.		Excellent, Good, or Fair.		Imperfect or Bad.		Excellent, Good, or Fair.		Imperfect or Bad.		Excellent, Good, or Fair.	
	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection
Annual Grants .	388	39	17	403	20	4	325	97	19	307	23	9	345	82
Simple Inspection	59	8	1	52	7	—	24	28	9	40	3	6	41	15

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 254 (Annual Grants) + 22 (Simple Inspection) = 256 ^a of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 2,076 5 11	£ s. d. 10,777 17 4	£ s. d. 11,746 7 9	£ s. d. 2,351 1 6	£ s. d. 27,945 12 6	£ s. d. 0 17 9
Simple Inspection	56 16 0	273 6 5	226 2 10	306 5 8	1,764 10 11	0 17 10½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 254 (Annual Grants) + 22 (Simple Inspection) = 256 ^a of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
Annual Grants .	£ s. d. 21,200 16 2	£ s. d. 2,106 8 7	£ s. d. 5,945 15 4	£ s. d. 29,250 9 1	£ s. d. 0 18 11½	31,541
Simple Inspection	1,474 2 11	80 8 10	204 0 2	1,657 6 11	0 19 10	1,973

^a The number of schools inspected during the year was 511; but from 55 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY c.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary em- oluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 88 3 9½	£ s. d. 56 8 10½	£ s. d. 59 6 6½	£ s. d. 33 2 8½	£ s. d. 53 2 10½	£ s. d. 80 4 8½
	Simple Inspection	—	48 13 9	—	29 19 0	—	27 17 5
Number on which average is taken	Annual Grants .	153	55	84	67	7	59
	Simple Inspection	—	23	—	17	—	6
Number provided with house or rent-free	Annual Grants .	82	27	41	31	3	27
	Simple Inspection	—	11	—	8	—	3

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	236	37,685	28.58	48.75	18.46	4.84	3.86
Simple Inspection	20	1,907	16.78	44.36	26.36	19.02	3.43

APPENDIX B.

INDUSTRIAL EDUCATION OF GIRLS.

SANDBACH NATIONAL SCHOOL KITCHEN FOR SICK AND AGED POOR.

(From 1 January to 31 December 1857.)

Dr.	£ s. d.	Cr.	£ s. d.
To collection after sermon	11 13 6	By cash due to treasurer	6 3 3
Offerory collections	36 19 4½	1,195½ lbs. mutton	40 15 0½
Cash from alms box	5 8 8	81½ lbs. beef	3 11 7
Subscriptions	24 11 0	13 shins and heels	1 13 9
		Groceries	3 5 8½
		Rabbits, 4s. 2d.; vegetables, 6s. 7d.	0 10 9
		Bread, 12s. 4d.; eggs, 11s.	1 4 4
		Milk, 12s. 11d.; gas, 3s. 19s. 7d.	4 12 6 1
		Assistant's salary (discontinued)	2 7 9
		Printing	0 12 0
		Sundries	2 1 7½
		Christmas dinner of roast beef, plum-pudding, potatoes, and ale, to 26 aged persons	1 5 8
		Cash in hand	10 8 10
	£77 12 6½		£77 12 6½

440 *Schools in Cheshire, Shropshire, and Staffordshire.*

Summary of Food for 1857.

Dinners of roast mutton	-	-	-	852
" " mutton chops	-	-	-	307
" hashed mutton	-	-	-	339
" boiled ditto	-	-	-	327
" cold ditto	-	-	-	183
" roast beef	-	-	-	78
" Swiss patties	-	-	-	5
" fish and rabbits	-	-	-	13
Rice, sago, and tapioca puddings	-	-	-	176
Quarts of beef tea	-	-	-	17
" mutton broth	-	-	-	56
" arrowroot, sago, and meal gruel	-	-	-	26
" calf's-foot jelly	-	-	-	3

Total.

	1856.		1857.	
Meat dinners	-	991	-	2,104
Puddings	-	171	-	176
Gruels, &c., quarts	-	23	-	102

N.B.—The kitchen and books are at all times during school hours open for inspection.

"The promoters of the Sandbach National School Kitchen for the sick and aged poor beg respectfully to invite a careful perusal on the part of the subscribers and others of the particulars as stated in the report.

"The outlay, compared with its results, will be found very small, as by proportioning the amount of relief day by day to the particular requirements of the applicants, in a population of 4,000, the sick have been provided with food carefully adapted to their suffering state, of the very best kind, without regard to their particular creed or place of worship.

"The relief has been invariably received with thankfulness and fully appreciated.

"One particular result has come out well worthy of note; while a return to a generous diet after sickness, in the case of those who have been habituated to it, naturally renews the strength, with the poor, unaccustomed to animal food, the improvement is so marked as to be almost like life from the dead. The children in the school engaged in supplying the food, with increased facility, evidently take greater interest in their employment, as well as are made more sensible of the privilege of ministering to the wants of their suffering fellow creatures.

"The supply of soup is not given in the present statement; it has not, however, been discontinued, but is afforded from a different source.

"In addition to the distribution of food from the kitchen funds, by an arrangement with the guardians of the poor, the meat ordered to the sick paupers not resident in the house by the medical officer of the union has been supplied to them through the sick kitchen at the rate of 3d. per dinner of roast meat.

"It is a matter of thankfulness, though not of surprise, that a system so easy and simple of operation should have excited an amount of inquiry, personal and by letter, to an extent which leads to a well-grounded hope that in a few years a kitchen will form a necessary part of the National school of every large parish throughout the kingdom, a result no less beneficial to the sick poor than to the children themselves, thus early initiated in industrial employments well suited to their condition in after life.—January 29."

(Signed) JOHN ARMITSTEAD,
Vicar of Sandbach, Cheshire.

ASTBURY INDUSTRIAL SCHOOL.

The following remarks on laundry work are from the Rev. Offley Crews, whose school is one of the best in Cheshire.

"The only absolute conditions of success in introducing washing into a school are (it seems to me):—1st. That the school should have the good will of the parents. 2nd. That the teacher should have the good will of the children. If either of these conditions are unfulfilled, the washing scheme will fail, parents will declare that their

'children sha'nt be turned into scrubs,' nothing will be forthcoming to be washed, or when washed the things will be pronounced spoiled. It will materially help the efficient working of the scheme if the clergyman's wife will from time to time inspect the things when finished, and note whose things are best done, so that it should be understood that it is not washing only that is wanted, but excellence in washing. The children will probably take a greater interest in what they do if they keep a washing-book, in which they regularly set down the things washed, with the ordinary washing prices. A washing bill made out each week and taken home will give their work an air of business, and teach them the money value of what they do. They should be allowed to bring their own things, as this will best teach the parents the value of what is being learnt, and they ought soon to find out that what is washed at school is better washed than if it had been done at home. In no case should the children be paid for washing their own things. It may be well to find them with starch and blue, the expense of which is trifling, but they should bring their own soap. If the children wash things not their own (with us they wash the mistress's things and the boy pupil-teacher's) it might be well to pay them.

"The object of school washing being not to get a great deal of work done, but to teach the art of washing and to give the children general habits of order and usefulness, much time need not be given to this industrial work. Half the first class might go into the washhouse on alternate weeks, beginning to wash at half past twelve on the Tuesday, and continuing till half past two, and ironing for the same time on Wednesday.

"As much as possible the washing should be looked upon as a privilege, only so many girls should be permitted to wash, and only so many articles should be allowed to be brought.

"It will probably be found advisable to get some one besides the ordinary teacher to give the actual instruction in washing and ironing; but 1*l.* per quarter would well repay a respectable person for the portions of the two days when her services were required.

"The requisites for setting on foot industrial washing are neither many nor expensive. One, or better two small airy rooms, a boiler, an iron-stove for heating the irons, and drying the clothes when they cannot be hung out of doors, a small tub for each girl who will be required to wash, two flat irons for each girl, two Italian irons, ironing-tables (about one yard of space for each ironer,—the tables might be made to let down against the wall for the sake of saving space), and an ironing blanket for the tables (a very thick kind of flannel which should if possible be double). Rain-water might be collected in tubs, or better still, in a large underground tank, from the roofs of the school.

"It will further be necessary to get a few yards of coarse blue flannel to make high aprons for the girls, and it will be well to have two or three pairs of pattens, so that the girls who have to 'swill' the floor of the wash-house may not get wet through.

"Here you have my memoranda on the matter. A little money and plenty of good will may always (at least in country places) make the wash-house successful."

APPENDIX C.

PRIZE-SCHEME RULES.

The following rules have been adopted by the Prize-scheme Associations of Staffordshire:—

Qualification of Schools.

1. In order to be admitted to the benefits of the scheme, a school must be under Government inspection.

2. Each school must be nominated by a subscriber to the prize fund. A subscriber of 5*l.* may nominate one school, of 10*l.* two schools, and so forth.

3. Any school failing to procure a nomination shall, on the payment of 5*l.* to the treasurer by the representative of such school, be admitted, if otherwise qualified.

4. In case any of the subscribers fail to nominate, then the committee may act on their behalf, and nominate such schools as they may deem proper to be admitted, at the rate of one school for each sum of 5*l.*

442 *Schools in Cheshire, Shropshire, and Staffordshire.*

Qualification of Candidates.

5. Candidates for the lower prize are to be boys or girls who can produce certificates, signed by their teachers, and countersigned in each case by the clergyman or minister, that their character is good, and that they have attended regularly for two complete years subsequently to their ninth birthday, and are still attending, some school or schools qualified to send candidates ;—regular attendance being defined to mean 176 days in each year, exclusive of Sundays.

N.B.—In the case of registered scholars, the production of the registration card, with a certificate of good character, will be sufficient.

6. Candidates for the higher prize are to be boys or girls who can produce certificates, signed as before, that their character is good, that they have already gained the lower prize, and have continued to attend regularly, and are still attending, the same school.

7. Candidates for the after prize are to be boys who can produce certificates, signed by the employer, and by the clergyman or minister in each case, that their character is good, that they have gained one or both of the preceding prizes, that they have completed their fifteenth and have not completed their eighteenth year, and that they have continued to attend some Sunday or evening school.

N.B.—A preference will be given to those who are employed in connexion with the works of some member of the Association.

Examination.

8. A preliminary examination is to be held in each school by the teachers or managers, or both, for all candidates who have not obtained prizes in previous years. A list of the names, arranged in an order of merit according to the results of this preliminary examination, is to be sent to Her Majesty's Inspector one week before the day fixed for his collective examination. Together with this list there should be sent also the certificates of all the candidates who are or have been connected with the school.

9. On the day of the collective examination, a certain proportion of those who have been preliminarily examined, viz., one out of 1, 2, or 3, two out of 4, 5, or 6, three out of 7, 8, or 9, and so forth, being in no case less than one-third, together with those who have previously gained prizes, may attend with pens, ink, and ruled foolscap paper, and some refreshment to be eaten at noon.

10. In the forenoon they will have a paper of questions of Holy Scripture. In the afternoon the girls will have an exercise in needlework ; and the boys will have an arithmetic paper, with a few extra questions on each of the following subjects :—mensuration, book keeping, geography, history, grammar, physical science. A boy may answer questions on any one, but not on more than one, of these extra subjects. In revising the papers, the writing and spelling will be taken specially into account.

Award of Prizes.

11. Her Majesty's Inspector will award the lower, higher, and after prizes among those who attend his collective examination.

12. A certain portion of the fund (to be determined by the committee) will be reserved to be divided equally among the several schools that have obtained nominations. The sum that falls to each school is to be spent in books for the boys or girls who may appear to be most deserving next after the prize-winners, at the discretion of the managers.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. D. J. STEWART, M.A., on the CHURCH OF ENGLAND SCHOOLS, inspected by him in the Counties of HERTFORD, BUCKINGHAM, BEDFORD, CAMBRIDGE, and HUNTINGDON.

MY LORDS,

Cambridge, 1857.

I AM glad to be able to report an increase in the number of cases, in this district, for which, during the year ending on the 31st of August 1857, annual grants have been claimed from the Parliamentary Fund. The increase has been greater in some counties than others, and to an extent which is clearly shown in the following table:—

	Public Day Schools.	Supported by Cl. of England.	Permanently liable to Inspection 29 May 1855.	In Receipt of Annual Grants, 29 May 1855.	In Receipt of Annual Grants, 31 August 1856.	In Receipt of Annual Grants, 31 August 1857.	No. of Certificated Teachers.	31 August 1857.	
								No. of Apprentices.	
								Male.	Female.
Hertfordshire	244	164	75	22	31	44	55	30	54
Buckinghamshire	195	130	58	16	20	24	26	16	19
Bedfordshire	120	67	38	9	13	18	20	15	16
Cambridgeshire	188	104	66	22	20	22	25	43	35
Huntingdonshire	95	51	37	9	9	11	15	13	10
	842	516	274	78	93	119	141	117	134
								251	

These figures represent an increase of 57 per cent., both in the number of apprentices, and of teachers holding certificates of merit employed in the district, at the close of the official year.

At Wing, Bishop's Stortford, Silsoe, Millbrook, Duxford, and Kensworth the employment of teachers with certificates has been discontinued.

One apprentice has been dismissed for stealing; seven have broken their indentures; six have been dismissed for bad examinations, and five have given up from ill health. Eleven apprentices have obtained Queen's scholarships. Some who were eligible to attend the examination declined doing so. One girl has taken charge of a small village school; one, through bad health, could not be examined, and one failed. One male apprentice has got employment in the income tax department, and another is seeking a situation in some office.

New schools have been built at Houghton Regis, Arlsey, Laton, Shillington, Frogmoor, Soham, and New Wolverton. The school buildings at Swavesey have been very much im-

proved by the Hon. Mrs. Ryder's liberality. Large additions to the school at Trumpington have been nearly completed by Professor Grote. A new floor has been laid down at Amphill. At Ely, Welwyn, Hoddesdon, Colnbrook, Wisbeach, St. Peter's, and Woodhill, steps have been taken for improving the existing school accommodation.

The amount of assistance paid to each county appears in detail in the following tables:—

HERTFORDSHIRE.

Name of School.	Certificated Teachers.		Apprentices.		Capitation.			Average Attendance per Annum.
	Male.	Female.	Male.	Female.	Upon Boys.	Upon Girls.	Amount.	
Abbots Langley	1	1	1	2	23	17	£ s. d. 11 3 0	146
Alban's, St., Infants	-	1	-	2	22	23	11 0 0	84
Albury	-	1	-	1	-	-	-	63
Amwell	-	1	-	5	24	49	15 16 0	101
Barley	-	-	-	-	29	21	13 19 0	93
Bayford	-	1	-	1	5	8	3 5 0	41
Bengeo	1	1	2	1	40	26	18 10 0	117
Berkhamstead, Great	1	2	2	3	-	-	-	178
Buntingford	1	-	1	-	6	-	1 15 0	37
Colney	1	-	2	1	32	34	14 16 0	95
Frogmoor	-	1	-	2	-	-	-	197
Furneux Pelham	-	1	-	1	-	-	-	58
Hadham-Much	-	1	-	2	11	25	9 11 0	84
Hatfield	1	1	3	3	63	25	25 3 0	230
" Night School	1	-	-	-	17	-	5 2 0	
Hemel Hempstead	1	-	2	-	52	-	15 0 0	85
Hertford, Greencoat	1	-	-	-	25	-	7 10 0	35
" All Saints' }	-	1	-	2	-	-	-	63
Infants }	-	-	-	-	-	-	-	
" Cowper Tee- } timonial }	1	1	4	4	72	46	29 19 0	222
Hertingfordbury	-	1	1	2	-	-	-	197
Industrial }	-	-	-	-	7	-	6 17 6	
High Cross, Industrial	1	1	1	-	8	-	1 0 0	42
Hitchin	1	1	1	4	40	26	18 10 0	236
Hungdon	-	1	-	1	6	19	6 5 0	69
Ickleford	1	-	1	1	25	26	13 15 0	82
Ippolyt's, St.	-	1	-	2	10	5	4 5 0	45
Mymms, North	1	-	-	2	7	29	9 7 0	99
Roydon	1	1	1	1	43	26	19 8 6	119
Sawbridgeworth	1	-	1	-	-	1	0 5 0	105
Shenley	1	1	-	2	38	39	21 3 0	137
Hockerill	-	3	-	-	12	17	7 17 0	119
Stortford, Bishop's	-	-	-	-	9	1	2 19 6	91
" "	-	1	-	1	-	-	-	96
Therfield	-	1	-	1	-	-	-	78
Walkern	-	1	-	2	-	-	-	91
Watford	1	1	2	1	31	21	14 11 0	160
Welwyn	1	-	-	-	-	-	-	45
Weston	1	1	2	-	33	24	15 18 0	97
Woodhill	1	-	1	1	15	14	8 0 0	66
" Indust. Dep.	-	-	-	-	20	18	5 19 0	-
East Hyde	-	-	-	-	-	21	5 5 0	163
Hoddesdon	1	1	-	-	-	8	1 7 0	74
Watten	-	1	-	-	2	-	-	37
Willian	-	1	-	-	-	-	-	82
Cheshunt Dewhurst	-	-	2	-	35	-	10 10 0	53
" " Girls	-	1	-	1	-	36	9 0 0	116
" " Infants	-	-	-	2	38	16	12 10 0	-
Total	22	33	20	54	800	615	370 8 4	4,922.

* No return.

BUCKINGHAMSHIRE.

Name of School.	Certificated Teachers.		Apprentices.		Capitation.			Average Attendance per Annum.
	Male.	Female.	Male.	Female.	Upon Boys.	Upon Girls.	Amount.	
Aylesbury . . .	1	1	2	2	-	-	£ s. d.	136
Buckingham . . .	1	1	1	-	37	21	16 7 0	126
Brill . . .	-	-	-	-	-	-	-	-
Cheddington . . .	1	-	-	-	8	-	2 8 0	39
Claydon, Middle . . .	1	-	1	-	34	-	10 4 0	50
Colnbrook and Horton . . .	1	1	2	-	31	36	18 6 0	78
Hambleton . . .	1	-	1	-	17	6	6 12 0	80
Iver, Girls and Infants . . .	-	2	-	2	25	56	21 10 0	121
Boys . . .	1	-	1	-	28	-	8 8 0	44
Datchett . . .	-	1	-	2	10	16	5 10 0	85
Farnham, Royal . . .	1	-	-	-	20	19	10 15 0	76
Leckhampstead . . .	1	-	-	-	8	-	2 8 0	21
Linslade . . .	-	-	-	-	23	14	10 8 0	81
Marlow, Great . . .	1	1	2	3	46	24	20 8 0	268
Newport Pagnell . . .	-	-	-	-	16	-	4 16 0	54
Stoke Pogis . . .	1	1	2	1	28	18	11 13 0	102
Taplow . . .	1	-	-	-	18	6	7 8 0	74
Upton-cum-Chalvey . . .	1	2	2	4	43	34	21 8 0	176
Waddesdon . . .	-	-	1	1	25	15	14 5 0	98
Walton . . .	1	-	1	-	34	19	14 4 0	107
Walton and Woughton . . .	-	-	-	-	7	2	3 12 0	49
Winslow . . .	-	-	-	1	24	19	11 19 0	83
Woburn Sands . . .	-	-	-	2	23	22	12 8 0	80
High Wycombe . . .	1	1	-	1	-	-	-	96
Total . . .	15	11	16	19	517	818	223 17 0	2,113

BEDFORDSHIRE.

Amphill . . .	1	-	1	2	16	17	9 1 0	85
Aspley Guise . . .	1	-	2	2	52	24	17 16 0	110
Cranehead . . .	1	-	1	-	43	-	12 18 0	83
Donstable . . .	1	-	2	-	41	-	12 6 0	74
Easton Socon . . .	-	-	-	-	24	14	10 14 0	125
Hackliffe . . .	-	1	-	2	23	21	10 16 0	78
Luton . . .	1	1	5	1	90	-	22 10 0	251
Mareton Moretaine . . .	1	1	2	2	31	15	10 1 0	91
Palterhill . . .	-	1	-	1	-	-	-	68
Shillington . . .	-	1	-	1	-	-	-	67
Silsoe . . .	1	1	2	1	55	36	24 0 0	151
Spotfield . . .	-	1	-	2	-	-	-	49
Tetworth . . .	-	1	-	1	18	14	8 18 0	54
Toddington . . .	1	-	-	-	22	23	12 7 0	96
Turvey . . .	1	-	-	1	19	16	9 14 0	62
Maulden . . .	-	1	-	-	8	8	4 8 0	52
Houghton Regis . . .	1	-	-	-	-	-	-	-
Millbrook . . .	-	1	-	-	-	-	-	-
Total . . .	10	10	15	16	431	188	165 8 0	1,445

CAMBRIDGESHIRE.

Whittlesey . . .	1	1	2	1	84	13	13 9 0	205
Cambridge, St. Paul's . . .	1	1	7	8	95	53	42 7 0	468
" Barnwell . . .	1	1	6	6	-	-	-	363
" St. Giles' . . .	-	-	-	4	-	51	7 15 0	196
" King St. . .	1	1	2	4	53	42	27 0 0	323
" Castle End . . .	1	-	4	-	68	-	17 0 0	124
" Industrial . . .	-	-	-	-	64	-	31 15 0	30
Linton . . .	1	-	2	1	50	21	17 14 0	123
March, Infants . . .	-	1	-	1	28	23	13 11 0	102
" Girls . . .	-	1	-	3	-	-	-	90
Carried forward . . .	6	6	23	28	300	188	170 11 0	1,906

* No return.

CAMBRIDGESHIRE—continued.

Name of School.	Certificated Teachers.		Apprentices.		Capitation.			Average Attendance per Annum.
	Male.	Female.	Male.	Female.	Upon Boys.	Upon Girls.	Amount. £ s. d.	
Brought forward -	6	6	23	28	390	188	170 11 0	1,908
Trumpington -	1	-	2	-	36	41	17 4 0	108
Guilden Morden -	1	-	2	1	16	8	6 16 0	95
Papworth, St. Agnes -	-	-	-	-	2	1	0 17 0	36
Wisbeach, St. Peter's -	1	-	6	-	-	-	-	217
Ely -	1	-	5	-	183	-	26 12 6	183
Comberton -	-	1	-	1	-	37	9 5 0	54
Littleport -	1	1	2	2	28	39	18 3 0	186
Soham -	-	1	-	1	-	16	4 0 0	70
Wilburton -	1	-	1	-	9	4	3 14 0	36
Isleham -	-	1	-	1	-	-	-	60
Thorney -	1	1	1	1	21	18	10 16 0	191
Swavesey -	1	-	1	-	-	-	-	*
Total -	14	11	43	35	635	352	267 18 0	3,148

HUNTINGDONSHIRE.

Alwalton -	1	-	1	-	21	14	8 15 0	85
Brampton -	1	1	3	3	63	26	22 15 0	260
Fenstanton -	1	-	3	-	21	26	12 16 0	104
Huntingdon, The Walden school. }	1	-	1	-	-	-	-	46
" Boys	1	-	1	-	20	-	6 0 0	56
" Girls & Infants.	-	2	-	1	7	27	8 17 0	96
Holme -	1	-	-	-	6	7	3 11 0	38
St. Ives -	1	1	2	2	20	30	13 10 0	155
Kimbolton -	-	1	-	-	-	-	-	30
St. Neots -	1	1	1	2	23	19	-	198
Warboys -	1	-	1	2	31	Infants	20 19 0	161
					5	5	2 15 0	
Total -	9	6	13	10	217	156	99 18 0	1,179

When the localities included in these lists are traced out on a map, it will be seen that there are considerable areas in some of the counties referred to, from which all assistance from the Parliamentary grant is at present excluded.

In Cambridgeshire, the number of apprentices employed in Cambridge itself is greater than the number found in all the rest of the county. There are only 37 pupil-teachers apprenticed in 16 schools scattered amongst a population of 157,590 souls, while in the county town there are 41 pupil-teachers and 7 masters and mistresses with certificates of merit working in a population of 27,815. It must be remembered, however, that this estimate of the borough population includes the resident members of the University. If a line were drawn from Wisbeach to Linton on the borders of Essex, it would pass near to only 4 schools in the receipt of annual grants, namely, those at Ely, Littleport, Wilburton, and Soham. If a line were drawn from the same point to Guilden Morden

* No return.

which joins the county of Bedford, March, Swavesey, and Comberton are the only places which, in an educational point of view, can be classed with the extreme points selected. Neither is the deficiency supplied by British schools. There are very few in the whole county which receive any annual aid from the Committee of Council on Education.

Huntingdonshire possesses very much the same features as the neighbouring county of Cambridge. If a line were drawn from Warboys in the east to Kimbolton in the south-west, only two cases of annual grants would be found to the north of it in an area of more than half the county. These two are the school at Alwalton, supported by Earl Fitzwilliam, and a village school at Holme. The school at Godmanchester has been withdrawn from inspection by the present incumbent. There are only nine localities where schools are assisted by public funds. Huntingdonshire.

The north of Bedfordshire is as barren of schools of the class discussed in these reports as the corresponding part of Huntingdonshire. If a line crossed the county from east to west a little to the north of Ampthill, all the schools receiving annual aid would, with the exception of the border schools of Eaton Socon and Turvey, be found to the south of it. Bedfordshire.

In Buckinghamshire, ten out of twenty-two schools claiming annual aid during the past year lie at the extreme south of the county. Between High Wycombe, the most northerly of this group, and Aylesbury, there is no school in which a teacher holding a certificate of merit is employed. The remaining cases lie, with very wide intervals between them, chiefly in the north-west of the county. Buckinghamshire.

The improvement of schools in Hertfordshire has been far more extensive than in any other part of the district. The annual grant cases are more evenly distributed. At the close of the official year, 55 teachers holding certificates of merit, and 84 apprentices were at work in 43 schools. Hertfordshire.

It is much to be regretted that the aid offered by Parliament should be accepted in so very partial a manner, but there are various important localities in the district, where the schools have made that unmistakeable progress which it would be difficult to explain except by admitting that if the Minutes of Council are fairly tried, the experiment is well worth the trouble.

In any agricultural county, the most difficult problem is the maintenance of a good village school. No answer dealing practically with the money difficulties of the case has yet been made to that most important inquiry—How are village schools to be supported? I am very glad, therefore, to have the power

of pointing out some cases where the ordinary obstacles of such experiments have been successfully overcome by individual efforts, and personal influence.

Swavesey.

The school at Swavesey in Cambridgeshire, which had fallen into a very inefficient state, has been entirely re-organized through the exertions of the Hon. Mrs. Ryder. The room has been boarded, fitted with desks, and supplied with apparatus. The teacher's house has been repaired: a new master, with a certificate of merit, has been appointed, and a mistress provided for the girls. A steady attendance of children has been secured, and I hope to be able to report next year that the school has done its work in giving them that sound elementary teaching which they stand most in need of.

Barley.

Barley, in Hertfordshire, with a population of nearly 900, possesses a village school where the common educational difficulties have been met with considerable success. The school pence in 1856 amounted to 38*l.* 12*s.* 4*d.*, and the capitation grant paid was 13*l.* 19*s.*; in other words, the school produced for itself an income of 52*l.* 11*s.* 4*d.* The attendance of the children, as shown in the following extract from the registers, was decidedly satisfactory.

Quarter.	Average Number present.	Average Number on the Register.	Average Number of Days per Week attended by each Child.
I.	99·7	118·2	4·4
II.	99·7	115·8	4·6
III.	76·0	120·8	4·0
IV.	99·5	125·5	4·4

The general standard of the classes was in correspondence with this attendance; very much of the work attempted by the boys and girls was done correctly and readily.

Hambledon.

Hambledon in Buckinghamshire, with a population of 1,300, has a village school, inspected for the first time this year, where the manager proposes to carry out some system of industrial training which is intended to give a practical character to the children's education. Six hours a week are given to baking, washing, and ironing, and three hours a week to scrubbing floors, &c. Part of this work is done out of school hours. This industrial employment is recognised as the daily business of the children, who are selected for it at the discretion of the manager. Two girls are employed every day in the domestic occupations just enumerated. The mistress pays one shilling a week for having her clothes washed, a duty undertaken by the girls in succession, in a room adjoining the school,

which serves as a kitchen also. The school floors are scrubbed, and the grates, and candlesticks are cleaned by girls attending the school. Twelve boys have gardens free of all cost beyond the price of seed. Whatever they can raise on their plots is their own property. The capitation grant paid to this school was only 6*l.* 12*s.*; but these plans are entirely in their infancy, and as they become more matured may have considerable influence on the attendance.

At Buntingford, in Hertfordshire, the manager, the Rev. Buntingford.
J. H. Butt, has the disposal of a grant of 20*l.*, which is paid to any boy selected by the incumbent, to meet the expenses of apprenticeship in any specified trade. This sum is subject to the clergyman's control for four successive years, and it has been determined to award it as an annual prize, for which boys who are or have been scholars in the school may compete. The first examination was held in May 1856, when six competitors appeared, all above fourteen years of age, and all former pupils in the school. The examination was from necessity confined to very elementary subjects, and the results tended to show how very little safe progress is compatible with the desultory attendance which is common in a very large proportion of elementary schools. All the candidates had left school for various employments, and had been equally irregular in attendance when on the school registers. The boy to whom the prize was awarded had not long left school for work. The passage chosen for the test of reading was in page 239 of the Fourth Reading-book of the Irish Commissioners. After it had been read, a portion was used for a dictation exercise. The reading was accomplished with more ease than anything else. One boy read well, and three others very fairly indeed; but all were equally at a loss to explain the meaning of the words and phrases contained in the lesson. In writing from dictation, two boys gave up correct exercises with the exception of one word, a third boy made four blunders, and the rest failed altogether. In arithmetic, the failure was total, with one exception. In Holy Scripture, correct answers were obtained from two boys only. The handwriting was generally fair. I have thought it right to give these results at some length, because they supply a very instructive lesson to all who are practically employed as teachers of elementary schools. Half the candidates who presented themselves for examination had really lost every trace of the instruction previously received. They had practically done with the school for ever, yet the simplest, as well as more difficult, words in a reading book which is most extensively employed were entirely above their comprehension. I do not think that this result is by

any means a peculiar one. Any one who has had experience in night schools will be as familiar with it as I am, and will perhaps agree with the conclusions I draw from it. Two considerations suggest themselves.

I. It appears to me that the teachers in elementary schools have a great tendency to pass too rapidly over the purely elementary subjects of instruction.

II. Great improvements might be made in my opinion in the reading-books selected for general use.

I. Every one who has to deal practically with the education of the labourer's child knows that our parochial schools fail entirely in any competition with the demand for child labour. Whenever any casual employment is to be had children are taken from school; and when the demand for their work ceases they return to school, demoralized in character, and intellectually depressed. Naturally enough, every teacher is tempted to try how far increased exertion will make up for the opportunities which are lost under such circumstances. Every man is anxious for boys he teaches to make the most of their small chance of education, that when once launched into the business of life they may meet all its difficulties with success. He would have them know all that he knows; he would have them familiar with all the forms of knowledge that maturer years and longer experience have given to himself. But this ought not to be the primary object of the schoolmaster or mistress. The great object of education I conceive to be the formation and elevation of the general character; an object entirely distinct from, and superior to the mere acquisition of knowledge, for its own sake. A well-disciplined, and educated mind is a thousand-fold more valuable than an accumulation of facts, for it is the only foundation of that self-education which has produced some of the greatest benefactors to society; and if teachers felt that their power of doing good is their power of advancing this general mental culture, I apprehend that their labours would have a far higher value than if wasted in vain attempts to popularise scientific subjects. There is a tendency to speak of schools for the children of the working classes as if the elementary education needed for the mass of a population were something different in kind from that required by more favoured sections of society. If there is any difference at all, I conceive it is a difference in degree, not in kind. It is the business of every school to give children the power of obtaining knowledge. To attempt to educate thoroughly children who leave schools for work at nine or ten years of age is an absurdity;

but there is no reason why the general foundation of all future work should not be laid with as much care as if they were to remain under instruction for a much longer period. Every man is to a great extent self-educated, and the work of every school is to put this power of self-education within every one's reach. For as Providence has not limited its gifts to one class of society more than to another, neither is it for us to determine whether the work of the hand or of the head is to be the future lot of the humblest child that asks for instruction.

II. I wish that I could think the reading-books generally selected for schools the best to put into childrens hands. They seem to be compiled with an idea that the only work of a school is to present a succession of new facts to every child's mind, and to exclude all that appeals to the imagination and feelings. I believe this to be an entire mistake. Any one who has observed children knows that the books they select for their amusement are invariably those containing incident and narrative. The child chooses what its natural instincts point out as the proper mental food for youth, and thrives more under the healthy influence of old nursery tales than when labouring through the hard words and stiff sentences of modern school literature. Young children cannot grasp at once the stores of information placed before them in books which profess to treat of everything; nor do they find amusement in condensed statements embracing the general principles of arts or sciences foreign to the general associations of their daily life. If reading-books are to be made attractive to children, they should be written as much as possible in the language which the children of the labouring classes use and understand; they should deal with circumstances in which they can be interested, and from which they can receive amusement. If it is desirable to give children a taste for books which will remain with them through the wear and tear of a life of manual labour, it cannot be wise that their only recollections of reading should be connected with dry lessons mastered with difficulty, and forgotten rapidly. Books which do not interest and please the susceptibilities of childhood are not likely to create a love of reading.

The girls' school at Aylesbury has shown most decided Aylesbury. improvement in general discipline, and in the accuracy of the children's knowledge of the elementary subjects in which they have received instruction. Miss Hallett, the schoolmistress, was trained at Hockerill, and deserves great praise for the judgment and patience with which she has entered on a very difficult task. A silk mill established at Aylesbury is a great

obstacle to the progress of education amongst the working classes. Girls of eight years old employed in this factory receive one shilling a week if they attend school for three hours during the day, and eighteenpence if they work during the whole day. The hours of work are such that "half-timers" are too tired to make any exertion during their hurried attendance at school. The children go to the factory at six in the morning, work till 8.30, when there is a short pause allowed for breakfast; at nine they come to school, and remain till twelve; at 1.30 they must be at the mill, there to remain at work till six at night. When there is any pressure of work, a certain amount of compulsion is employed to obtain the services of as many children as possible. The provisions of the Factory Act are practically of very little value to the operatives in this branch of trade. Supposing parents anxious that their children should be taught to read and write, and ready to give up the additional sixpence a week, continuous employment for twelve hours effectually prevents their making any progress in occupations requiring even the slight mental effort implied in three hours' school work. To contend against so formidable an opponent, Miss Hallett requires all the cordial support that those who are truly interested in her success can give her; her earnestness deserves every encouragement.

Great Berk-
hampstead.

The schools for girls and infants at Great Berkhamstead are in the charge of two mistresses, Miss Wallace and Miss Gibbs, trained also at Hockerill. I do not know any school for infants in the district which rivals the one managed by Miss Gibbs. Her fellow-student, Miss Wallace, has had to encounter all the opposition which is so commonly raised where an incompetent teacher is dismissed, very properly, in order to secure efficiency in those to whom the education of a large parish is committed.

Hockerill
practising
schools.

No school in the district shows more abundant fruits of the care bestowed on it than the mixed practising school at Hockerill. I am satisfied that Miss Clarke has struggled against many of the most perplexing difficulties a school-mistress has to meet. Her resolution to do her work has met with its reward. There is, it is true, no high standard of instruction to speak of, and it would be strange if there were, considering the age of the children; but there is a much steadier attendance, a firmer discipline maintained with less apparent effort, and that sound progress wherever it may be fairly looked for, which shows what the school is capable of doing whenever opportunities are granted it. Miss Cornwell has taken charge of the practising school for infants since

my last inspection, the former mistress having been obliged to resign through ill health, but having seen the school at work, I believe that I shall have no difficulty in reporting very favourably of its management.

Such cases as I have mentioned ought to give encouragement to teachers who are for the first time left to themselves in charge of parochial schools, and are learning in actual practice the many disappointments of their calling. Many of the teachers who go from training institutions to undertake the entire formation of schools lose heart because they cannot at once re-produce what has been held up to them as a model scheme of elementary instruction. Masters or mistresses who have toiled for ten or twelve years at their posts can tell them that the only cure for such despondency is work, and that work undertaken in earnest will as surely be rewarded with success.

The schools in Cambridge are, with two exceptions, under twenty-one governors, who are appointed in pursuance of a plan proposed in 1703 by the Rev. W. Whiston, Lucasian Professor of Mathematics, for establishing schools for the poor under the management of the parochial clergy. Eight of the scholars in St. Paul's boys' school have received this year scholars' certificates. William Male, whose name is first in order of merit in the list of Queen's scholars appointed at Christmas 1857, has passed his apprenticeship in the same school, under the instruction of Mr. Dixon. Cambridge.

There is an institution which is not one of these "old schools," as they are called, which deserves special mention, not only because it proposes to deal with a section of society it is extremely difficult to reach, but because it has done its work with more than usual success. The following history of this industrial school is taken from the report of the committee, published in 1856 :— The industrial school.

"The aim of the promoters of the industrial school may be stated in few words to be this:—to supply employment and instruction to boys above the age of 13, that is, above the age at which boys usually leave the National schools, who owing to peculiar circumstances may be in need of such employment and instruction. It is clear that compulsory idleness is the origin of infinite evil, and it is obvious that in a town such as Cambridge there will in all probability be usually a considerable number of boys, who in default of superintendence and assistance will be compelled to be idle or to gain their livelihood by very questionable means. There will be, for instance, some who will be unable to obtain respectable employment from the misfortune of their birth, their parents not being persons of good character; there will be some, who having committed offences against the law have been imprisoned, and have come out of prison with their character destroyed; and there will be others, who being employed in work of an uncertain kind, or of a kind which exists only during a portion of the year, will be occasionally in idleness for months together. Boys left in idleness and ignorance in virtue of these or any other causes are, perhaps, more than any other members of the community, likely to go to ruin themselves and to become mischievous to others; and it was thought that Cambridge afforded a most favourable field for an experiment whether something might not be done for their improvement.

"Accordingly a public meeting was held in the Town Hall on December 6, 1847, at which it was determined to establish an industrial school, that is to say, a school in

which the principal employment should be garden-work and some of the simpler trades, as shoemaking and tailoring; but in which also intellectual and religious instruction should not be neglected. A Committee appointed at this public meeting succeeded with some difficulty in obtaining the offer of a piece of freehold land for building purposes, with the power of hiring six or seven acres of ground contiguous on a lease, for the purpose of a field garden; and the necessary funds having been provided partly by public subscription and partly by a grant from the Committee of Privy Council on Education, buildings deemed suitable were raised with as little delay as possible. These buildings it was subsequently found advisable to increase. Various delays, chiefly of a legal character, prevented the school from being opened before Lady-day 1850, when the work was commenced by Mr. R. Boning, who still continues to discharge the office of master to the great advantage of the institution.

"The mode of operation adopted in the school has varied very little from its first opening; the time of the boys has been divided among the occupations of the field, the workshop, and the school-room; in addition to which they have had for some years the care of pigs, and lately of cows. Dinner has been regularly provided for them at the expense of the school, and occasionally clothes given by various kind friends are distributed; in addition to this, the boys have the advantage of having their shoes and garments repaired in the workshops, and of repairing them themselves. A payment of 2d. per week was originally required from each boy, and the rule was maintained for some years; but it being found upon a sufficiently long course of experience that the plan did not work satisfactorily, the Committee determined not to require any payment, and the benefits of the school are now entirely gratuitous. Any boy above the age of 13, and not more than 18, can be admitted upon presenting at the school an order from a subscriber; blank forms can be obtained either from the master at the school or from the secretary.

The preceding brief account of the origin and aims of the school will probably answer the purpose for which it is designed; and the Committee now proceed to give some details of their operations since they presented their last report to the subscribers.

I. The following tables contain the principal statistics which the Committee have been the habit of recording.

A.—Average weekly attendance.

	1851.	1852.	1853.	1854.	1855.
April - - - - -	30	40	20	24	26
May - - - - -	32	35	15	22	22
June - - - - -	32	34	20	22	30
July - - - - -	32	28	15	24	*
August - - - - -	18	0	14	20	23
September - - - - -	30	28	13	16	18
October - - - - -	30	28	20	20	21
November - - - - -	36	30	20	26	28
December - - - - -	45	32	26	26	32
	1852.	1853.	1854.	1855.	1856.
January - - - - -	46	33	31	32	34
February - - - - -	45	25	30	34	32
March - - - - -	40	25	28	29	32

The greatest number of boys that have been in attendance on any day in the course of the year has been 39.

The number of names on the books at present is 31.

B.—Ages of Boys.

	1852.	1853.	1854.	1855.	1856.
Over 20 years - - -	0	0	1	0	1
" 19 " - - -	1	3	1	1	0
" 18 " - - -	1	1	3	2	1
" 17 " - - -	6	2	2	0	0
" 16 " - - -	3	5	3	3	2
" 15 " - - -	12	11	5	3	3
" 14 " - - -	10	5	5	8	13
" 13 " - - -	9	4	10	13	8

In a few very peculiar cases the Committee have, during the past year, admitted boys somewhat under the age of 13. These admissions are to be regarded as exceptional, and have been made by a special vote of the Committee.

* Holiday in July, this year.

C.—Expense of providing dinner.

In this table is exhibited the number of dinners furnished, and the corresponding weekly bill for six weeks taken from January and February in each year.

1852.			1853.			1854.			1855.			1156.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
276	- 1	10 4	187	- 1	0 2	197	- 1	11 6	205	- 1	6 8	194	- 1	10 8
294	- 1	12 2	177	- 0	19 10	182	- 1	9 8	187	- 1	4 10	188	- 1	11 7½
269	- 1	9 2	163	- 0	19 4	168	- 1	6 8	202	- 1	1 4	206	- 1	10 0½
254	- 1	7 7	158	- 0	18 9	293	- 1	9 1	199	- 1	6 0	208	- 1	11 5½
242	- 1	9 6	141	- 0	16 3	169	- 2	12 2	188	- 0	16 8	180	- 1	7 11½
222	- 1	6 8	130	- 0	16 7	172	- 1	7 9	185	- 1	2 9	185	- 1	8 1

This table, as has been remarked on former occasions, does not exhibit accurately the expense incurred by the school in supplying dinners, in consequence of the omission of the cost of vegetables grown upon the school-ground. It serves, however, to compare the expense of one year with that of another, and it shows that the past winter has been one of great pressure upon the finances of the school; the expenses being nearly the same as those for the winter of 1853-54.

I have the pleasure of adding to these particulars a letter from the Rev. Harvey Goodwin, the secretary, which speaks in the most satisfactory terms of the general success of the school. I only regret the impossibility of entering into the details of many of the cases to which he alludes.

MY DEAR SIR,

3, Benet Place, 24 November 1857.

I PROMISED the other day to send you something like a summary account of the fruits of the Cambridge Industrial School, and I will now endeavour to perform my promise. Having been one of the original promoters of the school, and having acted as its secretary from the beginning, I may perhaps be liable to the danger of over estimating its beneficial results and not seeing its defects; our annual reports will, however, show that there has never been any desire on the part of the Committee to conceal the fact that in some instances their efforts, or rather those of the master, have been apparently altogether ineffectual.

The school has now arrived at something like a permanent condition, so far as numbers are concerned. It may be stated that about seventy boys receive, in greater or less degree, the benefits of the school annually; some of these are with us for only a short time, and then obtain employment; some have been with us year after year when out of work, preferring the labour and instruction of the school to temporary idleness; some continue during the whole year, in the same manner as boys in ordinary schools.

The constant effort of the master is, of course, to get the boys into good permanent employment; hence the school is regarded as most efficient when its population is most rapidly changing; and it rarely contains precisely the same set of boys two weeks together.

We endeavour, as far as possible, to keep our eyes upon those who have left the school and got out into the world; and in many cases the boys themselves maintain an intercourse with the master by letters full of affection and gratitude. Indeed, nothing can be more striking than the influence obtained by the master over the boys while in the school, and the attachment exhibited towards him by those who have left; I have seen letters written by soldiers and sailors, during the Crimean war, in the spirit of dutiful children. It is right to acknowledge that to his Christian zeal and great discretion the success of the school is mainly due.

There would be an obvious impropriety in entering too minutely into the histories of boys who have been especially indebted to the school. But I may mention that one young man formerly with us is a catechist under the Society for the Propagation of the Gospel, one is advancing rapidly in the army, several have done well in the navy, several have become peculiarly valuable as domestic servants, and a good many have been apprenticed. Many of these are cases in which it may be said that (humanly speaking) the result must have been painfully different if there had been no such institution as the industrial school.

There are two remarks which I should like to add concerning the plan of this school.

In the first place it is not liable to the objections (whatever they may be worth) which are sometimes made against reformatories. Crime is no condition of admittance; we take in any boy who thinks it worth while to give us his labour and submit to the discipline. We have instances of boys who have been detected in crime, while with the majority it is otherwise; but we have reason to know that there is often quite as much to reform in those who are not technically criminal as in those who are.

In the second place, the grand secret of the moral influence of this school seems to me to lie in the companionship of the master with the boys in the field as well as in the school-room; he sees their characters and knows their faults and their virtues better than an ordinary schoolmaster possibly can know them; the field suggests lessons for the school-room, he is able there to speak of what he has actually seen and heard, and to adapt his warnings and advice to cases which he has actually studied. I cannot help thinking that in other schools, not technically industrial, great advantage would accrue from introducing an industrial element, not only because the change of occupation would benefit the boys both in mind and body, but because the master would have opportunities of observing the characters of his pupils, which he cannot have in the midst of the stiff discipline necessary to study indoors.

I hardly know whether this letter contains what you want; but our annual reports, which enter into a good deal of detail, may be had by any one who will write for them to myself, or to the master at the school.

*The Rev. D. J. Stewart,
Her Majesty's Inspector of Schools.*

Believe me, &c.
(Signed) H. GOODWIN.

This general progress, to which I beg to call your Lordships' attention, entitles me to say that the means of elementary instruction placed within the reach of the labouring classes of this district have been considerably improved during the past year; for I do not fear to assert that those schools which are taught by teachers trained for their work, under that system which your Lordships' Minutes have originated, are far more efficient than those which are hampered by the traditions of a nominal system of education which is gradually disappearing. It is, perhaps, true that there are many who dissent from so comprehensive a statement, but I must be allowed to question the justice of any attempt to depreciate the general value of normal instruction. The managers of schools, and private persons who have undertaken to advance the work of elementary education in this country by large sacrifices of time and money, are numerous enough to speak with authority, from their experience, of the general wisdom of that public policy which others affect to doubt. The criticisms most hostile to successful measures come from those who have stood aloof, and had no share in promoting their efficiency. The real subject of inquiry is not whether training colleges have reached that point of efficiency which leaves no room for improvement, but whether they have done all that could be expected from institutions commenced for the first time in this country, supported with lukewarmness, and opposed with much unnecessary jealousy. If their history were known, it would, most probably, be found that many of these institutions have had to make way, not merely with a want of external co-operation, but with an irregular and inadequate supply of students, imperfectly prepared for any special course of normal training. These are circumstances which ought never to be overlooked. That masters and mistresses holding certificates of merit are not always able to meet the requirements of their employers, that all are not equally ready to meet and overcome the

difficulties of school keeping, that some show in dealing with managers infirmities of temper common to human nature, that some fail more seriously, and are wanting in all real feeling of the responsibility of their position; all this, and more than this, must be admitted. But these exceptional cases prove only the need of training. Nor is this all that can be said on the part of training colleges. They have undertaken to show the superiority of a scheme of national education which provides that teachers shall be specially trained for their work. But in smoothing over the obvious difficulties of a transition from an effete system of elementary education to one promising reality and vigour, a certain amount of courtesy and consideration on the part of school managers was absolutely necessary to the success of young persons called on to encounter all the jealousies and heart-burnings attendant on a new system. And unless it can be shown that the teachers sent out from training colleges have always met with a due consideration for their youth, for the circumstances of their education, and for the many small trials which are common to all entering for the first time on the duties of a new position in life, I conceive that they ought not fairly to bear the whole of the censure cast on them. Many of these young persons have spent all their savings to qualify themselves as teachers; many have worked hard for years to gain the distinction of a certificate of merit, and they may, with justice, ask to be treated as any other class of skilled workers,—with higher rates of remuneration, and greater consideration than those who have called themselves teachers, only after signaling themselves by failure in all other employments. It may be quite true that all do not possess the special qualifications desirable in teachers. The principals of training colleges, with whom I have discussed these points, know full well the imperfections of their students, but were it possible for them to admit the reasonableness of all the requirements of those who apply to them for masters and mistresses, they would still have to contend with the difficulty of devising any practical possible means of foretelling how each student will turn out as a teacher under all the varying circumstances of schools, especially as the general outline only of these circumstances can be known to them in selecting students for particular posts. With all that knowledge of character which may be gained in the daily intercourse between a student and master, it is not possible that the authorities of these institutions should possess the power of guaranteeing the practical success of young persons left, as they too often are, at an early age, to act promptly, on their own responsibility, in matters requiring tact and judgment. All these inevitable difficulties have been to some extent aug-

mented by the want of co-operation between the authorities of normal institutions, and the managers of schools through whose hands a great proportion of the supply of candidates for training annually passes ; for, to quote the report of one of the inspectors of training colleges :—

“The pupil-teachers, in not a few instances, get the barest justice ; some of them enter the training colleges so deficient in elementary knowledge of grammar and arithmetic that it is necessary to put them through a special course before allowing them to attend the regular college lectures ; and even those who are not deficient in attainments are very often so deficient in all true cultivation and development of faculties as to unfit them for obtaining the full benefit of the training through which they pass.”—*Minutes*, 1856-7, p. 708.

The passage which I have quoted is a heavy censure on those who have made themselves to any extent responsible for the general education of apprentices employed in their schools, and I take this opportunity to urge the schoolmasters and mistresses, who are engaged in the district to which this report refers, to give this branch of their duty very careful consideration.

There are in every case of apprenticeship certain general features which every teacher is bound to consider with especial care, viz. :—

- A.—The selection of candidates.
- B.—The preparation of candidates.
- C.—The instruction of apprentices in the subjects named in the broad sheet.
 1. The time and place of giving instruction.
 2. The methods of of instruction.
 3. The time assigned to each subject.
 4. The regular examination of each apprentice.
- D.—The instruction of apprentices in the practical work of teaching.
- E.—The general influence on the character of an apprentice which every teacher possesses.

It is impossible to do more than indicate these several points without writing an essay on teachers' duties. Discussions on such practical questions cannot with propriety be introduced into the reports which it is my duty to lay before your Lordships, nor indeed would it be possible to enter with any precision on the details of the subject, without encroaching on the special business of training colleges. The whole object of these remarks will be gained if I am fortunate enough to persuade teachers that their duties embrace a very wide sphere, and that they voluntarily occupy a position of great responsibility. For if a duty is once acknowledged, the difficulties which hinder its fulfilment rapidly lose their importance. This remark has especial reference to teachers educated in training colleges. The students who go out from normal institutions after the strain of two years of close application, have the very strongest temptation to fall into the error, that they may for the future be content with the honorable place they have won for themselves, instead of remembering that they are now entering upon life in real

earnest, and that the value of anything they may have previously acquired remains to be tested by their success in the midst of practical difficulties. The certificate is too often regarded as an end in itself, instead of a means to an end, and the pressure necessitated by its requirements, the publicity of success, the facility of comparing results among the several institutions by the criterion of the Christmas examinations, have a powerful effect in stimulating undue exertion, and in giving an undue importance to literary attainment. How far this may be gradually modified is another question. After such periods of unusual excitement it is natural to seek for rest, but rest may degenerate into apathy, and the teacher's work may sink into a mere mechanical routine. But it is not thus that difficulties are met. Every teacher *must* have difficulties, and they can be met only by that earnestness of character which distinguishes the true worker from the false.

"Self-sacrifice is the law of life. The surrender to duty of all that is dearest, and the yielding to that duty with joy, are the means by which, on a small scale or on a large, great moral steps are made. Of this training, and the struggle that it costs, all partake, all obey, resist, or slip meanly by. They who escape the contest have no certain honor among men, no peace in themselves. In them is no spirit of content. The child that has learned the spirit of obedience and of faith, its corner stone—that has grown up in it—that has the settled purpose of preferring duty in all things to his own desires—that, in a word, follows the guidance of the Gospel—that child grows to be a happy man, blessing and blest. All things that can take root in him bear fruit according to his opportunities and powers. His intellect expands, if intellectual development be his sphere; but it expands harmoniously. His handiwork, if handiwork be his lot, is good work—work that satisfies his own love of truth, and the need of employer. Whether the growth of his intellect, or the skill of his hands be his aim and duty, his affections and his passions are warm, but are under the control of reason. Nothing can compensate to man for the loss of this culture; without it his intellect, however furnished—his manual skill, however applauded—leaves him sorrowing in heart, dissatisfied, restless."—Acland on *Health, Work, and Play*, pp. 31, 32.

I have the honor to be, &c.

D. J. STEWART.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS
INSPECTED BY REV. D. J. STEWART.SUMMARY a.
Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children						Number of <i>Certificated</i> Teachers.	Number of Pupil-Teachers.
	No. of Schools, i.e., institutions, held in separate buildings, and sepa- rately ma- naged.	Number of School-rooms in which separate Teachers are employed.				Present at <i>Examination.</i>		In Average <i>Attendance.</i>		For whom accommo- dation is provided, at 8 square feet of superficial area per Child.			
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.				
Annual Grants .	122	51	41	36	55	7,774	6,227	7,017	5,538	19,902	128	239	
Simple Inspection	9	3	1	1	7	309	273	300	253	813	—	—	

Percentage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants . . .	8'06	7'06	9'74	11'98	13'	13'33	10'91	9'58	6'96	5'16	2'77	1'94
Simple Inspection . . .	14'06	14'35	10'75	14'01	8'47	9'77	8'14	6'84	4'23	3'26	2'61	2'98

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants . . .	24'82	28'56	17'68	11'06	7'28	6'74
Simple Inspection . . .	41'79	58'81	—	—	—	—

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 157 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellenty, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures . . .	140	7	140	2	—	5	—	—
Catechism . . .	140	7	140	2	—	5	—	—
Reading . . .	141	7	139	6	2	1	—	—
Writing . . .	141	7	140	6	1	1	—	—
Arithmetic . . .	140	7	135	2	5	4	—	1
Geography . . .	115	2	108	1	7	1	—	—
Grammar . . .	103	2	98	1	5	1	—	—
History . . .	17	2	14	—	3	—	—	2
Music from Notes . . .	2	—	2	—	—	—	—	—
Drawing . . .	—	1	—	—	—	1	—	—

SUMMARY c.
School Appliances, Discipline, &c.
Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is	
	Excellent, Good, or Fair.	Imperfect or Bad.	Excellent, Good, or Fair.	Imperfect or Bad.	Excellent, Good, or Fair.	Imperfect or Bad.	Excellent, Well or Fairly.	Imperfectly or Badly.	Excellent, Good, or Fair.	Imperfect or Bad.	Excellent, Good, or Fair.	Imperfect or Bad.	Excellent, Good, or Fair.	Imperfect or Bad.
Annual Grants .	109	2	104	7	104	7	145	15	100	8	105	3	145	-
Simple Inspection	7	3	5	5	7	3	3	5	2	7	1	8	-	-

SUMMARY d.
Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 105 (Annual Grants) + 4 (Simple Inspections) = 109 ^a of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 1,512 14 9	£ s. d. 4,866 13 2	£ s. d. 3,450 5 5	£ s. d. 1,736 2 3	£ s. d. 11,915 15 7	£ s. d. 1 0 4
Simple Inspection	—	134 14 0	58 18 7	13 2 3	196 14 10	0 16 4½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 105 (Annual Grants) + 4 (Simple Inspections) = 109 ^a of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscella- neous.	TOTAL.		
Annual Grants .	£ s. d. 8,515 16 9	£ s. d. 852 5 8	£ s. d. 2,788 12 6	£ s. d. 12,456 14 11	£ s. d. 1 1 8	11,720
Simple Inspection	304 16 3	6 14 3	30 16 2	342 6 8	1 0 3½	239

SUMMARY e.
Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emo- nements (including Government Grants and all professional sources of income) —	Annual Grants .	£ s. d. 55 4 3½	£ s. d. 56 6 3½	£ s. d. 57 5 10½	£ s. d. 56 10 1½	£ s. d. 48 9 5	£ s. d. 54 6 0
	Simple Inspection	—	62 10 0	—	32 10 0	—	—
Number on which average is taken —	Annual Grants .	65	13	30	13	12	15
	Simple Inspection	—	3	—	2	—	—
Number provided with house, or rent-free —	Annual Grants .	46	6	40	7	9	9
	Simple Inspection	—	1	—	2	—	—

^a The number of schools inspected during the year was 131; but from 22 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY f.**School Fees.**

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week.				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	100	15,628	67·81	25·28	3·63	1·57	1·51
Simple Inspection	4	354	64·41	33·49	1·41	—	1·69

**GENERAL REPORT, for the Year 1857, by Her Majesty's
Inspector of Schools, the Rev. W. WARBURTON, M.A., &c.,
on the CHURCH OF ENGLAND SCHOOLS inspected in the
Counties of BERKS, HANTS, and WILTS, and in the ISLE OF
WIGHT.**

MY LORDS,

Winchester, September 1857.

I HAVE the honor to submit my general report for the past year on the Church of England schools in connexion with your Lordships' Committee, in the counties of Berks, Hants, and Wilts, and the Isle of Wight. The particular details respecting the condition of each school actually visited by my colleague or myself will be found in our tabulated reports, which will be sent to every inspected school in the district.

Out of 425 schools liable to inspection, 262 are there reported on, of which 184 are in the receipt of annual grants, and most of the remaining schools have been visited with a view to ascertaining how the sums granted by your Lordships for books, apparatus, or building purposes have been turned to account.

Although it is not in my power to direct your attention to any decisive advance in the education movement in the above counties during the past year, I am happy to be able to report a continuance of the steady progress which elementary schools have made during the six years that I have been connected with this district. Some new schools have sprung up in localities where none at all existed formerly; many hitherto below the standard at which aid under your Lordships' Minutes is available, have so increased in numbers and efficiency as to be able to take advantage of them; and two or three during the past year have taken rank among first class elementary schools. Some few, on the other hand, have fallen back, and among these I regret to have to include the well-known village school of West Ashton, the attendance of children in which is now reduced from 250 to 30 or 40, superintended by an uncertificated mistress of the old school, without pupil-teacher assistance. For reasons unconnected with the success and prosperity of the school, which continued up to the last,—with the exception of a temporary break-up on account of an epidemic,—the liberal and enterprising manager found it expedient not to reassemble all the former scholars in the National school, but to withdraw the children whose parents did not belong to the parish, and to place them in two boarding-school establishments, which, from the rate of payments and other reasons, are out of the sphere of Government

inspection. His design is to establish thoroughly good middle schools for both sexes, at a moderate charge, and he has set about this undertaking with the same energy and liberality which characterized his management of the National schools, and has made and is making a large outlay in the erection of suitable buildings for the accommodation of the scholars, and in the engagement of the most efficient teachers whom he can procure.

The number of certificated teachers employed in Church schools in this district has increased during the year from 126 to 186. There can be no doubt that the conditions of the capitation grant have acted most beneficially in offering a direct inducement to managers to secure the services of registered or certificated teachers; and every day's experience confirms the wisdom of the course pursued by your Lordships in declining to recognize teachers who fail to reach the very moderate standard of attainment required to obtain registration or the lower class of certificates of merit.

Almost all the schools now in regular receipt of annual grants are actually provided with certificated or registered teachers. Of the former the majority are younger than might be desired, and though it is difficult to overrate the good effects of the discipline enforced and the habits acquired by them while students at the training institutions, when they are brought to bear upon their own schools, yet the unripe age at which a large proportion of our teachers undertake sole charges cannot be regarded in any other light but as a serious evil. The young teachers who enter upon a school directly after one or two years' residence at a training college, find themselves in a most critical and difficult position, and that they are able to steer clear through the difficulties which beset them at the outset of their career is itself strong evidence of the excellence of the preparation which they have had. But no care and forethought on the part of the lecturers and other authorities of the training colleges can possibly be expected to forewarn and forearm their pupils for every contingency which may arise, when they find themselves suddenly placed in the responsible and insulated position of school teachers. They have, it is true, been carefully instructed in the details of their duty, their ability to organize and classify has been to a certain extent tested by examination, they have written numerous essays on subjects connected with the art of teaching, and have had their minds concentrated for a considerable time on the work before them; but the first real demand upon a teacher's powers is made when he finds himself in a strange school-room, surrounded with unfamiliar faces, and he is called upon to turn his previously acquired

theoretical knowledge to account, in setting this complicated machine to work in the best manner. Judicious suggestions may, of course, be of great service to a young person so situated, but he *ought* to be, and in fact will generally find in practice that he *is*, left to make his own way, and buy his experience; and it is really an anxious thing to see a young person, perhaps a few years further on in life than the eldest of the scholars, placed in authority over all the young assembly, the object of their unconscious imitation. Those only who spend the greater part of their lives in passing out of one school into another can fully understand how true it is that the school is the reflection of the teacher's self. As children become in time so familiarized with the inanimate objects which surround them in the school-room in which they spend a considerable portion of the most impressive part of their lives, that they can recal the whole picture to the mind's eye at any future time; so, but in a far more subtle manner, does every gesture, every tone of voice, every trait of the teacher whom they are accustomed constantly to look up to, become as it were a part of themselves. To have succeeded, by God's blessing, in creating a healthy moral tone in a newly established, or in a previously neglected school, is a work of incalculable value, and an achievement above all praise; but it is, over and above this, an evidence of character of the most trustworthy kind,—for candour, reverence, unselfishness, love of work, and whatever other elements combine to make up moral tone, cannot be imparted from teacher to scholar by any intellectual process, but must be imperceptibly imbibed.

It is my own conviction that nothing could be more convincing to anyone who was doubtful of the beneficial working of the pupil-teacher system on the personal character of the apprentices themselves than to have an opportunity, such as most of Her Majesty's Inspectors have had, of observing the progress of apprentices from the period of admission up to the time of their entering upon the charge of a school. At first mere children,—shy, awkward, and perhaps not very promising in many respects,—he would observe them,—and the change is, of course, more striking to one who witnesses it at intervals of a year than to those who watch over their progress day by day,—improving in mind and manners, and growing up into steady, self-possessed, and earnest young men and women, and at last, diffidently perhaps, but courageously and faithfully, grappling with the realities of work, having now become the centres and motive powers of schools of their own. Notwithstanding, however, the excellent auspices under which our young school masters and mistresses undertake their duties, it must be borne

in mind that to the head or sole teacher in a school experience gives an advantage, for the absence of which no natural or acquired qualifications, and no amount of self-dedication can compensate. I look forward with confident hope to the time when we shall have so large a staff of trained teachers in the country, that all young schoolmasters and mistresses will reasonably be expected to begin their work under the eye of an elder and more practised person, not as an assistant under the Minute of the 23 July 1852,—which has seldom, so far as my experience enables me to judge, worked satisfactorily,—but as a second certificated teacher. This arrangement has, I see by recent correspondence, received the special approval of your Lordships.

Although most of the better class of schools have now become entitled, on account of Queen's scholarships gained, to a larger number of pupil-teachers than formerly, the increase in the total number actually employed hardly keeps its due proportion with that of the schools becoming claimants for annual grants. This, however, I believe to be in some measure attributable to the fact that the managers of schools have learned by experience how much trouble and disappointment they prepare for themselves by bringing forward as candidates any young persons of the required age, who may manage to pass the entrance examination when a vacancy occurs, and they are beginning to be very cautious in recommending any but those who, in addition to fair abilities and attainments, really show signs of adaptation to the work of teaching. It happens much more frequently than it used to happen that a vacancy is left for a year or more in the staff of pupil-teachers in order to secure a boy or girl of more than ordinary promise and with a decided predilection for the work of teaching. And in connexion with this observation I may remark that the number of pupil-teacher apprentices who are likely to abandon the profession of teaching on completing their fifth year has, so far as my observation extends, shown lately a marked tendency to decrease.

I regret to have to say that none of the measures which have been adopted to secure a more regular and a longer attendance at school, or perhaps I should rather say to arrest the retrograde tendency in this respect, have as yet produced any perceptible result in this part of the country. Your Lordships have made it understood that capitation allowances will be granted on behalf of scholars above the age of ten years who shall have attended school for eighty-eight whole days in the year (being half the time required in the case of ordinary scholars), provided that a regular plan is submitted by which it can be shown to your satisfaction in what manner it is proposed

to provide for the alternation of lessons in school with ordinary labour out of doors. No such scheme has yet been submitted in any instance with which I am acquainted, and indeed it would seem that there are practical difficulties of an insuperable kind in the way of getting children of such an age to attend school in the intervals of labour. Night schools are the only means by which this desirable result can be said in any sense to have been accomplished; and I am happy to be able to state that such schools have been taken up with much interest, and are at the present time very commonly found in connexion with the ordinary day school in this part of the country. These schools are doing a most important work, with moderate success; there is great difficulty experienced in finding teachers for them, and they seem to want the characteristic of permanency, and to depend even more upon the exertions of individuals, than schools of another class. In cases where the parochial clergy do not take the teaching upon themselves, and it is hardly to be expected that they could continue to do so generally, the maintenance of the night school becomes a new and serious drain upon local funds; and, though the assistance already offered by your Lordships is highly appreciated and very generally taken advantage of, there can be no doubt that an extension of the provisions of the Minutes, affording larger facilities for establishing and supporting night schools, would be felt to be a very great boon.

The assistance of my colleague, the Rev. R. E. Hughes, has enabled me this year to furnish detailed information respecting a greater number of schools than have ever been reported on to your Lordships in the counties of Hants, Wilts, and Berks. There still remain about as many more which are strictly liable to inspection, (not to mention those which have recently invited it for its own sake,) which I do not see any prospect of our being able to visit either in the next or in any future year without more help. I venture to repeat once more the expression of my strong conviction that in no other way would the extension of the operation of your Lordships' Minutes be brought about so effectually as by giving your Inspectors the means and opportunities of visiting schools hitherto unapproached by them; one of the main obstacles to a general acceptance of your Lordships' assistance being an undefined apprehension on the part of the managers of involving themselves in correspondence with a public office, an apprehension which disappears as soon as they come to communicate personally with an individual deputed to attend upon the spot, and enter into the particulars of the case. The first visit of an Inspector to a school, followed as it is now generally, since the Capitation Minute,

by a tangible earnest of the advantages to be derived from union with the Committee of Council, forms a most excellent introduction to the school, and it is not too much to say that it generally results in the adoption of a better system of organization and a higher standard of instruction, accompanied by a very material improvement in the buildings, internal fittings, books, apparatus, and other necessary appliances of an efficient school, as it becomes evident that, by taking steps towards entitling themselves to the capitation grant, the managers may introduce important improvements with the same or with a very slightly increased demand upon local contributions.

I have the honor to be, &c.

W. WARBURTON.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. W. WARBURTON AND REV. R. E. HUGHES.

SUMMARY A.

Attendance, &c.

Schools visited on account of	Number of Schools <i>actually</i> inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										Number of Certificated Teachers.	Number of Pupil-Teachers.
		No. of Schools, i.e., institutions held in separate buildings, and sepa- rately man- aged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommo- dation is provided, at 8 square feet of superficial area per Child.		
			Boys.	Girls.	Infants.	Mixed.	Males.	Female.	Males.	Female.			
Annual Grants .	205	71	69	49	130	14,462	12,921	11,871	10,848	25,158	194	483	
Simple Inspection	20	7	7	3	19	888	900	858	901	2,416	—	—	

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	8.09	8.23	10.01	11.69	12.80	13.22	11.05	9.27	7.14	4.79	2.31	1.21
Simple Inspection	16.97	15.54	12.07	10.94	11.14	8.28	6.75	8.59	4.81	3.17	1.74	—

(2.)—Who have been in School.

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years	Five Years and over.
Annual Grants .	24.14	20.78	17.	11.7	8.3	7.06
Simple Inspection	32.54	18.25	21.94	17.11	5.4	4.76

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 293 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures . . .	265	29	223	26	11	1	1	—
Catechism . . .	240	31	229	30	9	1	2	—
Reading . . .	246	26	225	26	10	5	1	—
Writing . . .	299	31	220	27	18	4	1	—
Arithmetic . . .	238	30	212	24	24	6	2	—
Geography . . .	222	19	209	16	13	3	—	—
Grammar . . .	185	11	183	11	12	—	—	—
History . . .	47	—	43	—	4	—	—	—
Music from Notes . .	27	1	26	1	1	—	—	—
Drawing . . .	8	—	7	—	1	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited, on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is								
	Excellent, Good, or Fair.	Moderate.	Excellent, Good, or Fair.	Moderate.	Excellent, Good, or Fair.	Moderate.	Excellent, Good, or Fair.	Moderate.	Excellent, Good, or Fair.	Moderate.	Excellent, Good, or Fair.	Moderate.	Excellent, Good, or Fair.	Moderate.							
	Imperfect or Bad.		Imperfect or Bad.		Imperfect or Bad.		Imperfectly or Fairly.		Imperfectly or Fairly.		Imperfect or Bad.		Imperfect or Bad.								
Annual Grants . .	292	11	1	293	10	—	297	26	10	230	6	—	233	17	3	285	16	—	188	4	2
Simple Inspection	34	2	—	28	7	—	22	4	2	20	9	1	25	9	—	23	2	1	1	—	—

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 184 (Annual Grants) + 9 (Simple Inspection) = 193* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants	1,267 16 10	9,050 15 1	5,362 10 10	2,187 4 11	17,848 5 8	0 17 4
Simple Inspection	20 0 0	141 0 8	140 8 2	87 13 7	389 2 3	0 14 7½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 184 (Annual Grants) + 9 (Simple Inspection) = 193* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	14,079 17 4	1,517 0 7	3,944 12 0	19,541 9 11	0 18 9½	20,895
Simple Inspection	321 7 0	26 4 10	55 9 0	403 0 10	0 15 3½	525

* The number of schools inspected during the year was 233; but from 39 of those no sufficient returns of income and expenditure have been received.

† Estimate of Government grants.

470 *Schools in Berks, Hants, and Wilts, and Isle of Wight.*

SUMMARY e. Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emol- uments (including Government Grants and all professional sources of income).	Annual Grants .	86 0 4½	48 13 2½	56 1 5½	35 15 6½	26 1 11½	30 3 5½
	Simple Inspection	—	35 0 0	—	24 13 4	—	30 0 0
Number on which average is taken .	Annual Grants .	100	33	30	34	9	23
	Simple Inspection	—	5	—	8	—	1
Number provided with house, or rent-free .	Annual Grants .	80	27	44	25	5	11
	Simple Inspection	—	5	—	2	—	—

SUMMARY f. School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	164	25,773	68.77	28.86	3.8	1.84	1.71
Simple Inspection	8	618	43.85	44.5	10.52	—	1.13

APPENDIX B.

SIR,

Winchester, 9 March 1857.

I HAVE the honor to inform you that, in accordance with instructions received from you on the 19th of February, I examined the East Grinstead Endowed School on Friday last, the 6th instant, that being the day named by the Charity Commissioners for the purpose of holding their inquiry.

The East Grinstead School was founded and endowed as a Grammar School, but its original constitution was superseded by a scheme approved by the Court of Chancery in the year 1846, by the first clause of which it is provided that, "in lieu of the Greek and Latin languages, there shall be taught in the said school reading, writing, and arithmetic, the Catechism of the Church of England, and the Holy Scripture."

I examined the school with a special reference to this scheme, and quite irrespectively of the ordinary standard of elementary schools claiming grants from the Committee of Council on Education, with which it does not challenge, and certainly would not bear, comparison, either in respect of the range of subjects taught, or of the methods of teaching them.

I have now to state the results of this examination.

1. *Religious Knowledge.*—The children repeat the words of the Church Catechism with remarkable fluency and correctness, and seem to be fairly well acquainted with its meaning. They have evidently been instructed in it with considerable pains, but in this subject, and also in Scripture knowledge, they showed a want of thoughtfulness and intelligence in dealing with questions put in a form with which they were not quite familiar. The higher boys appear to be acquainted with the leading truths of Christian doctrine and practice, though they are behindhand in their knowledge of the facts of the Gospels, and by no means so much at home as they might be in the history of the Old Testament.

2. *Reading*.—The boys are required, as a qualification for admission, to know the letters of the alphabet. The junior class, consisting of three, are learning to put two or more letters together, and the senior class are reading in the New Testament. The boys appeared to me to advance evenly and rapidly through the earlier stages of learning to read, but I was disappointed with the progress of those who had been longest in the school. Though they are not wanting in accuracy and fluency, they have not learnt to read as if they understood the meaning or felt the force of the sentences, and their tone of voice is more than ordinarily monotonous and inexpressive. I attribute this in a great measure to the circumstance that the reading exercises are always taken from the Bible; no secular book being employed for this purpose in the first or second class.

3. *Their writing* in copybooks is neat and regular, but the boys of the first class did not seem to me to be so frequently practised in writing a small running hand as children of their age should be. This appeared conspicuously in their exercises on their slates, in which they produced large and sprawling letters occupying much space, instead of a neat and compact hand writing. Their first exercise, that of writing from dictation out of a book, was unsatisfactory, but they succeeded better with an easier passage which I afterwards gave them, and better still in writing out a portion of the Catechism from memory. The master does not profess to give them exercises in original composition.

4. The boys are not very forward in *Arithmetic*; none of them had been carried beyond the compound rules, nor had any learnt to work sums in division, either simple or compound. However, as far as the instruction in this subject goes, the children's knowledge of it is even, sound, and intelligent, most of them being able to work a sum in the rule which they are learning with tolerable readiness and certainty.

5. *The Discipline* of the school, so far as I could judge, does not seem to be very systematic or precise, but the children are in general well-behaved, though I regret to say that they show a disposition to copy from and look over each other, which is, unhappily, common among schoolboys, but which may be successfully combated by a master of judgment and determination, who is resolved to establish a high moral tone amongst his pupils.

6. I much wish that I had it in my power to make a more satisfactory statement respecting the condition of the school and the results of the master's work. The boys not being admitted to this school till they know their alphabet, the master escapes the drudgery and loss of time involved in teaching the letters, while it would seem that his scholars remain under his instruction rather longer than in most elementary schools in the country; the average age of the first class being about ten years and eight months. Again, in the comparative regularity of the attendance of the children, he enjoys an advantage over other elementary school teachers. I see by his return that more than two-thirds of the children have attended 176 days and upwards in the past year. On the other hand, it must be borne in mind that the master has conducted the school ever since his appointment in 1831, without any assistance whatever; he has not, and does not appear ever to have had, the advantage of the most ordinary appliances now deemed necessary for the efficient conduct of a school; and the room in which the children are taught is by no means well-adapted for the purpose, being low, and unevenly lighted, with the principal window looking upon the main street of the town. These are, no doubt, formidable drawbacks, and due allowance should be made for them; nevertheless, I am bound to say that, taking into consideration the age up to which the boys remain at school, their not being admitted till they know their letters, the comparative regularity of their attendance, their limited numbers, and the very narrow extent of the course of instruction prescribed by the scheme upon which the school is conducted, I am of opinion that the trustees might reasonably expect the subjects undertaken to be thoroughly well taught, and this I cannot say they are. For, even supposing that the master, not having an ambition to keep up with the requirements of the day, takes his stand upon the literal wording of the first clause of the scheme of 1846, I do not think that he ought to be satisfied if any boy of ordinary capacity should complete his time at the school without having the first four rules of arithmetic, simple and compound, at his fingers' ends, and some knowledge of the rule of three, practice, and casting of accounts. Every such boy should certainly have been taught how to read with fluency and expression in any popular work of general information, and be able to put on paper, with correct language and spelling, his own ideas on a few simple subjects of every-day experience. Whatever interpretation be put upon the expression "teaching the English language," it cannot, in my humble judgment, be said to be taught in a school where the children do not learn to read in any more advanced secular work than the National Society's first book, are not taught to distinguish the parts of speech from one another, or even vowels from consonants, and have no exercises in original composition of the simplest kind, to practise them in the use of their language, and in putting words correctly together in the manner required in writing a letter or in ordinary conversation.

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I am not of opinion that the present state of the school would bear out a charge of culpable neglect on the part of the master; but, on the other hand, I do not think that it admits of any question that he has allowed boys to pass out of his hands, after having completed their time at the school, with a less amount of attainment than he might have done, had he combined in himself the two conditions of perfect competency for his post and unwearied diligence in the discharge of his duties.

I have the honor to be, &c.

(Signed) WILLIAM WARBURTON,
Her Majesty's Inspector of Schools.

To the Secretary of the Education Department.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the REV. G. R. MONCREIFF, M.A., on the CHURCH OF ENGLAND SCHOOLS inspected in the Counties of NORTHUMBERLAND, CUMBERLAND, DURHAM, and WEST-MORELAND.

MY LORDS,

I BEGIN this report where I ended my last; with noticing the early withdrawal of children from school, and their irregular attendance while there. Nothing new can now be said on this theme; but the fact has met me so often in the course of the year, that I cannot but give it precedence and prominence in my report. It is hardly necessary to take much pains to prove it. The official summaries show that, of the whole number of children "on the books" in inspected schools in this district, only about 30 per cent., or less than one-third, are above ten years of age; about 11 per cent. above twelve, and less than $2\frac{1}{2}$ per cent. above fourteen. I admit that this is not the fact most important for our purpose; it is not the fact we need, nor very closely connected with it. (See my remarks in *Appendix B.*) But, in the absence of more complete statistics, it may serve to give a glimpse of the real state of the case. Of the large sums raised from all sources for educational purposes, *seven-tenths* are in this district spent on little children under ten years of age, and hardly *one-fortieth* on those who are likely to receive permanent impression. If this return could be analysed according to the character of different localities, it would exhibit some striking contrasts. Such an analysis is at present out of my power; but I have gone a little way in that direction, with results which I will exhibit immediately. Meanwhile, there is one point which I wish to mark emphatically. The question is often argued, as if the friends of education were contending for a very prolonged period of instruction,—as if they complained of the removal of children at thirteen, fourteen, or fifteen years of age. Now, waiving the question of abstract desirableness, I for one should feel it to be a great point gained, if we had the mass of our children till twelve, and a fair proportion till thirteen or fourteen. Whatever our *desires* may be, this is at present the utmost measure of our *hopes*. There is no progress at present in this direction. Yet many profess themselves satisfied with the state and prospects of education! It is difficult to avoid the suspicion that the cry to let well alone, and trust all to the operation of your Lordships' grants, is but the echo of the

older and now nearly obsolete cry to beware of over-education. Those who now deprecate any interference with present machinery are not often those who stood by it, when its friends were few. From other quarters we are told that the true cause of the evil is the badness of existing schools, and the true remedy, therefore, a more abundant supply of well-regulated places of instruction. The question here raised has a most important bearing on the whole subject of national education. Leaving others to consider its application to the country at large, I shall now give some reasons for doubting its correctness, as regards the Northern district. In the first place, there is the broad general fact that all our efforts to improve the quality of instruction are not producing the slightest effects in raising the standard of age.* I do not know how this argument is met. It has been so often stated that it is hardly possible for any one to overlook the assertion; and the proof of it is so strong that it cannot be passed by as unimportant. I can conceive of only two possible replies. Either it may be said that our trained teachers are *not* superior to their predecessors, that they are over-taught, conceited, unpractical, and unpopular. Or, admitting their efficiency, that their schools are still few among the many, and that while so many remain unreformed, no effect can be produced on the general returns by the operation of a few good schools scattered here and there among the mass. To this last assertion the summaries of the present year enable me to give a complete reply. The return of the ages of children is, for the first time, divided into two; one for annual-grant schools, one for those under simple inspection. The former class includes, of course, *all* those under certificated teachers, *all* in which pupil-teachers are employed, and *all* receiving capitation grants. In the latter, the teachers (with three or four exceptions) are untrained, and the system is, for the most part, such as was common before the Committee of Council came into existence. Here, then, is a fair comparison. If good schools produce a high standard of age, we ought to find that in the better class of schools the average age is actually higher. What is the result? Without going into all the details, take the per-centage over ten, over twelve, over fourteen. In every instance the inferior class of schools have the advantage! They have

Over ten,	31	per cent. against	29.3
„ twelve,	12.8	„	10.9
„ fourteen,	3.4	„	2.1

* The per-centage of children over 10 was in 1854-5; 31.85.

„ „ „ 1855-6; 32.05.

„ „ „ 1856-7; 31.4.

It almost seems that the *worse* the school, the longer the children stay! I have tried to test this result a little more closely. I have taken twenty-four schools (departments) as samples of the annual-grant class. They were, on the whole, among the best I had inspected, omitting all which had been very recently organized, and one or two of the very best, which have peculiar advantages, and are therefore not fit subjects of comparison. The samples are confined to Durham and Northumberland, but are taken from every quarter, and almost every important town of those counties.

The general result from these twenty-four schools is this :—

—		In the Twenty-four Schools. (Annual Grants.)	Whole District. (Simple Inspection.)
		Per cent.	Per cent.
Over ten,	all ages -	37·5	31·
" twelve,	"	15·2	12·8
" fourteen,	"	3·1	3·4

There is a difference, on the whole, in favour of the selected schools. But (1.) is it, on the face of it, sufficient to show that they gained in age by advancing in merit? Were this the cause, ought not the difference to be far more strongly marked? Then (2.) there are no infant schools among the twenty-four. This alone affects the per-centage of older children to the extent (probably) of at least a twelfth. That is, 31· per cent. on the whole number, *including infants*, is probably not less than 34 per cent. on the number in juvenile schools. Further (3.) if we divide the twenty-four into three classes, (those in agricultural parishes, those in *towns*, and those in *mining*, and other specifically *industrial* places,) we see clear evidence of the true cause of variation :—

—	Over Ten Years of Age.	Over Twelve Years of Age.	Over Fourteen Years of Age.
In 6 agricultural schools, the rate per cent. is	46·8	23·1	5·8
" 5 towns " " "	36·7	11·8	1·2
" 11 industrial " " "	31·2	11·2	2·

These figures speak very plainly. The sole law of variation is the demand for labour. In the country, children's labour is in comparatively small demand : nearly half the year, at least, is free from it; and with country distances to travel, mere infants are not so universally sent to school. Therefore, in the country, the per-centages are high. But turn to towns and industrial populations of every kind, and the best schools

of the district are beaten down, by the absorption of children into remunerative employment, to a lower standard of age than the mass of inferior schools! So far cause and effect seem pretty obviously connected, and difference of quality to have wonderfully little to do with the matter. But the case is stronger still. For (4.) let us observe the progress of things from year to year. I have shown that the numbers were greater, not less, in former years than in this. I am, therefore, understating my case when, for convenience sake, I assume that two years ago the numbers between ten and twelve, and between twelve and fourteen were the same as now.

Schools.	Proportion per Cent. between 10 and 12 in 1854-5.	Proportion per Cent. between 12 and 14 in 1854-5 and 1856-7.	Proportion per Cent. over 14 in 1856-7.	Proportion per Cent. who have left of those who were between 10 and 12 in 1854-5.	Proportion per Cent. who have left of those who were between 12 and 14 in 1854-5.*
8 Agricultural .	23·7	17·3	5·8	30	66
5 Town - -	24·9	10·6	1·2	57	88
11 Industrial -	20·	9·2	2·	54	78
Annual Grant (Whole District) }	18·4	8·8	2·1	52	76
Simple Inspection } (Whole District) }	18·2	9·4	3·4	46	63

The comparative results are these:—

The *best* agricultural and town schools do not lose their scholars *quite* so largely before ten years of age as the mass of inferior schools.

The *best* in industrial places are in this respect on a level with the mass.

The loss between ten and twelve is nearly equal in the best schools in towns or industrial places, and in the mass of all kinds the best agricultural schools keep a much larger proportion.

The loss between twelve and fourteen is greatest in towns, least in the mass of the very worst schools, and less in the country than in industrial places or annual-grant schools generally.

It is, I venture to say, impossible to reconcile these facts with the idea, that the early withdrawal has any connexion with the defects in existing schools. Tried by this theory, they are capricious, conflicting, unintelligible. But the moment we recognize the *labour market* as the one dominant influence, all is clear and consistent. Where the demand for

* No account is here made of the handful of scholars who remain till over sixteen.

juvenile labour is great, the per-centage of older children is small; and *vice versa*.

The ordinary course seems to be as follows:—

A boy in a good country school will generally attend, *off and on*, till ten, very probably till twelve, and sometimes till fourteen. Out of a class of nine at ten years of age we may find six two years after, and two after a second two years.

In a good town school he may not improbably leave before ten; it is an even chance whether he does or does not leave soon after ten, and almost certain that he will leave about thirteen.

In a good school in a seaport or mining, or manufacturing place, he is still more likely to leave before ten; if he reaches ten it is still an even chance whether he reaches twelve; but if he stays so long there is rather more likelihood of his remaining for another year or two.

In an ordinary "fair" school the chances at each stage are very nearly the same as these last.

In an inferior school, his chance of remaining from ten till twelve, and from twelve till fourteen, is decidedly the best of any.

It will be seen that I do not insist on what has often been asserted, that children are sooner withdrawn from good schools, because they reach so much the sooner the standard of attainment which satisfies the parents. This is no doubt true in many cases, but I doubt its being one of the chief causes of the present state of things. My doubt rests (among other grounds) on the counter-fact, that parents are *not* for the most part soon or easily satisfied that the new is better than the old. I have mentioned this before, but recur to it now, in order to state that, as far as this year's experience goes, there is little or no abatement of the old prejudice. (*See Appendix E. on this subject.*) One of the best worked country schools in my district has gone down in numbers, whilst children are travelling double distance daily, and paying higher fees, at an old-fashioned and probably much inferior school. In another case, a certificated master's appointment had the effect in three months of reducing the managers to the alternative of a large outlay on a handful of children, or abandoning the experiment as for the present hopeless. The scholars had flown, to be taught at two miles distance by a man alike without character and without skill. These are extreme specimens, but they are indications of a general truth. Our good schools succeed in the country, if at all, not in virtue, but in spite of their order, their strict method, their intellectual vigour, and their religious teaching. In towns they are full, simply because there are generally no other cheap schools, or at least there are enough children to fill them all.

It is a grave question for teachers, managers, and principals of training institutions whether we are doing all that might be done to contend with these prejudices to the best advantage. We cannot, we must not, yield to them. We cannot let farmers or labourers, miners or mechanics, be the judges of our educational work. It is part of that work to educate them all into a sense of what true education is. And, even in higher grades of society, we have earnestly to contend against the low notion of education—I will not honor it by calling it utilitarian—which confounds (to use a now familiar phrase) “school with apprenticeship,” and recognizes no gain from school-time except greater aptness for the various handicrafts of life. Opposition from this quarter we must expect, and meet as best we may. We are not trying to make solely or chiefly skilful mechanics or intelligent miners,—no, nor faithful servants; but, God helping us, to train up Christian men and women to fill their appointed place in life, as those who have a higher aim than that of self-interest, and a nobler motive than that of prudence. It is then a struggle; are we carrying it on to the best advantage? Are our trained teachers properly armed for the battle? I have paid great attention to this point during the past year, and give my reply with more than usual anxiety to avoid all over-statement on either side. I can say, *first*, and without hesitation, that the trained teachers in my district are, as a body, doing their work earnestly and intelligently. Of the faults usually ascribed to them I see few traces. Ambitious lessons, with neglected routine work, are very rare; a well crammed first class, with a wide gap below them, is rarer still; a showy superstructure of high attainments without solid foundation, belongs not to them, but to their rivals of the old *régime*. Of the recently trained teachers, I believe I may say that I have found their work *generally* vigorous, *always* honest; the managers have spoken well, *generally* of the school-work, *always* of the personal character. If I were to give any general hint it would be this. Success in this district depends at present far more on personal influence than on knowledge, skill, energy, or earnestness, or on all these combined. Tell me what the man is, intellectually or even morally, and I cannot say whether he will succeed or not. Tell me besides, what he is, as to geniality, frankness, and the power of self-adaptation, and I can be right three times out of four in my estimate of his success. I know that this matter is beset with difficulties, and that our young masters especially are often unfairly judged. In many neighbourhoods, unfortunately, popularity is very difficult without a readiness to show “good fellowship” in the *deteriorated* sense of the word. But difficulty is not impossibility; nor is

popularity the same thing as a wholesome moral influence. I do not think that I have known a case of even partial failure, where a teacher has thrown the whole heart into the work, and been "instant in season and out of season," to win parents and children to the right side. If the teacher keep coldly aloof, and is known only as the giver of lessons and imposer of punishment, it is not wonderful that parents and children on their side should feel no sympathy where none is shown toward them. In these two last sentences I have stated extreme cases; *neither is common*. Our trained teachers are generally liked and respected, even where the system is depreciated. I only mean to point out what should be the teacher's aim, and the *direction* in which might sometimes be found the secret of disappointment. Am I asking for too much? I have no wish to set up an unreal, visionary standard. I do not forget that I am dealing for the most part with young and inexperienced minds, with those to whom teaching is a profession, and from whom I have no right to expect more self-forgetfulness than from any other class of society. But surely I may fairly say so much as this,—“You desire your work to be honorable, and yourself respected while doing it. Make it so. As is the work, so is the worker. If it is mechanical, he is merely a skilled labourer in a certain craft. If it is simply intellectual, he must be measured by the amount of intelligence he imparts. Make it more than these, make it an effort at least towards a moral result, and with the advanced quality of your labour, your office must rise in public respect. No man can slight the schoolmaster, who appreciates the moral worth of education. On others he has no claim for respect, nor ought he to desire or to value it.” In all this I am describing a quality in which our teachers are already honorably distinguished as a class from those who went before them. I hope to see it developed more and more. There are many offices of kindness towards scholars which afford the teacher opportunities of friendly intercourse with parents; more valuable, perhaps, for his ultimate success than the best given lesson or the most judicious time-table. (*See Appendix E.*) Yet I do not think that these out-of-door attentions should be required by managers as part of the teacher's *official* duty. Their value lies in their being spontaneous. And (may I venture to add?) I am sure from all I have seen, that few teachers fail to enter into the spirit of such endeavours, provided the managers who invite them to it can say, not “Go for me,” but “Come with me.” I mean not literally, but in spirit, “Come and help me in a work to which I too am giving my time and my strength.” I must not overstep my province. Still I

cannot but say what I have often felt, that our young masters are sometimes left to fight single-handed a battle far beyond their strength. They have often to live very much alone, with no companionship either congenial or safe; with manners, customs, dialect, prejudices, all more or less unknown. It is to me wonderful, not that they should fall short of full success, but that they should keep up as they do the spirit and the hopefulness, without which their labour is a useless drudgery. And I cannot but record this result of experience, that the one warrant for a master's perseverance, on which (in spite of an occasional failure) I rely with confidence, is when I am sure that he will be encouraged by finding that in the school-managers he has fellow-workers, as well as directors. Coming back, now, to the teachers themselves, I have sometimes thought that it would be well, if it were possible, (for each male training college, at least,) to make arrangements under which its second-year students might be employed for short periods in organizing inferior schools, under the direction of an organizing master responsible to the principal. They would thus learn practically what they will have afterwards to encounter, while still in close communication with the persons best qualified to resolve doubts, and point out methods of overcoming difficulties. Such short trials would also place each student's character before the principal in a new light, far more akin than that of the lecture-room or the practising school to the light of real life. On both sides there would be wholesome lessons in the most needful of all studies to the schoolmaster, the study of human nature. This, however, is at present but a dream, as it would require extensive changes in the whole system of examinations and certificates; changes on which I, as a district Inspector, have no right to speak. Another and a less unattainable resource would be the employment of young certificated students, on first leaving college, as second masters or mistresses under well-qualified head-teachers. The difficulty here is simply one of money. They would expect, and in my opinion ought to have, salaries at least equal to those they obtain at present. And, as few managers can afford to pay more than 25*l.* or 30*l.* to a second teacher, few of this class will be appointed till a special Minute is framed to meet their case.

The teaching of the young masters and mistresses whom I have seen is on the whole very satisfactory. But, not unfrequently, I should have liked to see a little more freedom and elasticity of thought—more power of adapting methods to circumstances—more self-reliance and less slavish adherence to the skeleton of a system. I am quite aware that an inexperienced mind

must and ought to follow acquired methods to a large extent. It would be fatal to all hope of solid progress if he were to give scope to every crude fancy of his own. Yet I am sure, on the other hand, that after no very great amount of practice a school ought to bear the impress of the teacher's own mind; exceptions ought to have found place in his routine, sacrificing the letter of a system in order to carry out its spirit, and every lesson should be in form and substance *his own* and not another's, following out previous instruction, as a thinking man who has been taught how to think. Take, as a single example, the great stumbling-block, the school of sixty or seventy children or upwards, left perhaps for a year without a pupil-teacher, and containing none old enough to be of any use as monitors. It is plain to me that in such a case a teacher should rack his brains for *expedients*. Laying down, as first principles, *order everywhere and constant employment for all*, he should set about securing these by every device his ingenuity can suggest. What suits one case will not suit another; what suits one teacher may not suit another. He should study carefully the children, the attainments, the locality, even the shape of his room, and humour to some extent the bent of his own mind. Above all, he should have a clear view of each expedient he tries, mould it into as exact a method as he can, and avoid as his deadliest enemy all changes without a purpose. The task is often very difficult, but I am persuaded that "where there is a will there is a way," and I deprecate our insisting on walking in the high-road when it is flooded, without looking about us to find a dry track over the common. Knowledge of method is a different thing, a better thing, and a more practical thing, than knowledge of particular plans. The latter gives us a light to show the high-road, the former is our compass to guide us by many ways to one point. I have been led away in the course of these remarks from the point on which I meant to dwell. But I do not regret the digression. It exhibits the attitude which friends of education are now compelled to assume; hoping against hope, looking forward to better times, and meanwhile applying their energies to a struggle in which they *know* that present success is impossible.

I conclude with two general remarks, on which I must not allow myself to enlarge. *First*, as to the popular substitutes for regular schooling—the infant school, the night-school, the Sunday school. All might be invaluable adjuncts to a healthy system; all are now "out of joint," because of the unsound condition of our day-schools. The Sunday lesson ought to aim at carrying home truths already known, rather than at imparting elementary knowledge. It is of necessity too often

devoted to the bare outline of Bible facts or catechetical phrases. The night-school ought to take up youths fairly grounded, and help them to educate themselves in higher subjects. Its actual field is oftener below than above that of the upper classes of the National School. The infant school ought to train very young children in easy lessons and habits of order. It is nine times out of ten a nursery for babies.

Lastly, as to present attainments. They are, for the most part, in our annual-grant schools, as high as could be expected; I am not sure that they are not sometimes *higher* than can be desired. For it is no small part of the evil under which education is suffering, that boys and girls of very tender years are taught too fast lest they should not be taught at all. When they leave at ten years of age, knowing in a certain sense as much as they would formerly have known at thirteen, they run the risk of intellectual indigestion, the mind's *break-fast* and *dinner* being combined in one oppressive meal.

In the present state of public opinion I see but one chance of relief. It may be found possible to devise a plan to give market value, in all the great trades, to knowledge and to school-time as such. I should be contented even with the former concession. For I know that, if even sound knowledge of the most elementary kind were to become the passport to profitable employment, it must be sought in regular attendance at our improved schools; and let us only have the children there, we may give them more than they come for, and teach, to at least a fair proportion, sound habits of thought and action. Meanwhile we must improve our system to the utmost. Our guests may soon arrive. We must have our table spread.

I have the honor to be, &c.

G. R. MONCRIEFF.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. G. R. MONCREIFF, M.A.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										Number of Certificated Teachers.	Number of Pupil-Teachers.
		No. of Schools, i.e. institutions held in separate buildings, and sepa- rately ma- naged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommoda- tion is provided, at 8 square feet of superficial area per Child.		
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	128	51	43	20	68	9,966	7,150	8,944	6,118	23,540	131	296	
Simple Inspection	41	10	9	-	31	1,690	1,746	1,658	1,330	4,545	—	—	

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	3'98	5'22	8'35	12'66	18'7	13'84	12'3	10'06	7'74	5'42	3'4	2'12
Simple Inspection	1'43	3'02	9'76	16'54	13'41	13'40	12'27	10'55	7'64	5'7	3'77	3'42

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	30'36	22'87	11'48	7'37	4'43	3'49
Simple Inspection	35'79	26'37	18'25	11'98	6'32	4'44

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 212 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	79	8	63	5	16	3	—	—
Catechism	76	7	62	4	14	3	—	—
Reading	82	9	66	9	16	—	—	—
Writing	81	9	73	8	8	1	—	—
Arithmetic	82	10	66	7	16	3	—	—
Geography	78	8	63	4	20	4	—	—
Grammar	68	7	43	2	25	5	—	—
History	40	5	31	1	9	4	—	—
Made from Notes	4	1	4	1	—	—	—	—
Drawing	2	—	2	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for training Apprentices is	
	Excellent, Good, or Fair.	Moderate. or Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. or Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. or Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately, Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate. or Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. or Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. or Imperfect or Bad.
Annual Grants .	154	9	2	157	6	2	155	8	—	138	9	1	157	7
Simple Inspection	16	3	—	16	8	—	15	4	—	6	11	1	11	8

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 119 (Annual Grants) + 12 (Simple Inspection) = 131* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 941 16 5	£ s. d. 4,638 16 5	£ s. d. 5,323 8 8	£ s. d. 1,280 7 0	£ s. d. 12,184 8 6	£ s. d. 0 16 10½
Simple Inspection	91 13 0	308 8 7	437 3 1	53 9 9	885 14 5	0 15 2½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 119 (Annual Grants) + 12 (Simple Inspection) = 131* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 9,636 14 6	£ s. d. 942 2 4	£ s. d. 2,148 3 3	£ s. d. 12,729 0 1	£ s. d. 0 17 7½	14,438
Simple Inspection	788 5 0	29 8 5	98 14 6	906 2 11	0 16 1½	1,194

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emo- luments (including Government Grants and all professional sources of income) .	Annual Grants .	£ s. d. 89 1 2½	£ s. d. 56 19 4½	£ s. d. 39 1 6	£ s. d. 40 12 5	£ s. d. 62 1 6½	£ s. d. 31 5 6½
	Simple Inspection	—	53 12 0	—	38 4 0	—	—
Number on which average is taken .	Annual Grants .	88	16	33	9	3	9
	Simple Inspection	—	10	—	5	—	—
Number provided with house or rent-free .	Annual Grants .	46	11	16	2	—	5
	Simple Inspection	—	2	—	2	—	—

* The number of Schools inspected during the year* was 169; but from 86 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in these Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	114	17,523	29.29	44.8	17.2	5.59	3.02
Simple Inspection	9	761	11.17	62.02	17.46	8.54	.79

APPENDIX B.

EDUCATIONAL STATISTICS.

EDUCATIONAL statistics are so much in fashion at present, that it becomes important to consider what they are worth. Very serious mistakes are made by those who reason on the general results, without being much conversant with the returns on which they are based. Take, for example, the second part of Summary a. appended to each Inspector's general report, referring to the ages of children on the books. Here, first, it is to be observed that no official person is responsible for the accuracy of a single figure. The return is made nominally by the school-managers; practically, in most cases, by the master or mistress; and it is absolutely impossible for the Inspector to apply any effectual check. How, then, do the teachers deal with the question? Not unfrequently the age is stated on no authority but that of the children themselves; and, even when the parents vouch for it, their statement is often no more than a loose guess. In a very few instances, in large towns, have I found an accurate system of registration of age, and in these the labour imposed on the teachers was excessive and harassing; while, after all, the cases which gave most trouble were generally those in which the parents removed, and the child left school, before the date for inspection, rendering the labour entirely useless. The remedy for this lies out of the pale of school-work, if, indeed, any effective remedy is possible in shifting populations. However this may be, I am sure of the fact that the return of ages of children on the books can be regarded as nothing more than an approximation. I believe also that there is not much balancing of error—it is generally on the same side; neither child nor parent is apt to understate the age.

The summary of the length of school-life is still more delusive, but here all that is wanted is a clear direction to managers as to the nature of the information they are asked to furnish. To have "been in school five years," means, I suppose, to have passed five years since the first entry of the name on the books. It seldom means to have had anything approaching to five years' schooling, very often not two full years out of the five. It may include six or eight removals and re-admissions, with six months' intervals of work or idleness at home. In short, the entries under this head are, in themselves, all but valueless. I doubt whether I ought not to strike out the qualifying phrase. I can see no good purpose to which they can be applied. Instead of this return, we need a statement of the real amount of schooling received. In the Durham registers there is a column for entering at the end of each quarter the total number of school-days attended by each child. This total is carried from quarter to quarter, and, if this entry were begun at

the first admission of each new scholar, we should have in a few years complete and trustworthy statistics on this important point. It would not entail any great additional labour, but it will never be made till the forms issued by the Education Department can be modified so far as to require such a return annually, and to define the number of days which are to be held equal to a school year. In the cases where a child removes from one inspected school to another, it might be well also to require, or at least to encourage, a statement of his time before removal to be furnished to the managers of his new school; for this is another very weak point. We count the same children over and over again in different schools for many short periods, instead of one child for the total school-time. I turn now to Summary *d*. The "Average expenditure per scholar in attendance" is rather unmeaning. It seems to be obtained by dividing the total expenditure by the "average attendance." But a child who is absent on any given day costs as much, and has as much to do with the outlay, as the child who is present. The true divisor would be the *average number on the books*—a number very easily to be obtained. I must also observe that, under the head of "Miscellaneous expenditure," are often included repairs, fittings, &c., of an extensive kind, which are no part of the proper *annual* outlay. In any one school such expenses are occasional, but in the general return they are more or less constant, some schools having each year incurred such outlay. In my district this year the miscellaneous expenditure is more than one sixth of the whole, or about 3s. per head on the scholars in average attendance.

APPENDIX C.

SCHOOL EXPENDITURE.

HERE I may say a few words on the statements of my excellent and most ingenious friend, the Rector of Gateshead, in his "letter" to the Vice-President of the Committee of Council. His main purpose is to show that the rate of expenditure in annual grant schools is extravagant, by a comparison with the more moderate outlay in Gateshead. He reckons 11s. 4d. per head to be paid by Government, 18s. by managers; while his own expenses are only 10s. per head. I answer, *first*, that the question of the payments made by Government is not a question of finance at all. If no equivalent benefit is obtained by the apprenticeship of pupil-teachers and the augmentations paid to masters and mistresses, of course those payments ought to be discontinued as useless. But if, as most of us are of opinion, we have full return for the money so spent in the superior efficiency of our schools, it is but a truism to tell us that we are by so much increasing the expenditure. My reverend friend summons me, however, as a witness to prove that his schools, without pupil-teachers, are as efficient as other schools which have them. I am content to refer to my report in 1855, as showing that I pointedly insisted on the necessity of having better assistance to enable the master to work so large a school. Dr. Davies says, that I spoke of "too large an attendance!" Not so; I spoke of too large an attendance *for a master with no help but monitors*; a somewhat different statement, which will be found more pointedly repeated in my tabulated reports for 1856-7.

There still remains the difference between 18s. (or rather 17s. 7½d.) paid by managers of annual grant schools, and 10s. paid for Gateshead boys' school. I have just shown how this is swelled by miscellaneous expenditure, most of which is in each school incurred once for all. Deducting this,

we reduce the total to about 14s. 8d. Deducting the same item from the Gateshead account, it becomes 111l. 3s. 1d., which divided by 200, the average attendance, gives not 10s., but about 11s. 1d. per head.* I might question here, whether the averages are as accurately kept as in annual grant schools. But I prefer another mode of reply. I wonder that it escaped so acute an observer, that the average of all schools, large and small together, *must* be above the expenditure of a large school. The expensive school per head is the small school kept up to the point of efficiency. The chief expenses hardly increase at all with the increase of numbers. In three town-schools, whose papers happen to be in my hands at this moment, the expenditure per head, calculated on the same principle, is respectively 11s. 6d., 12s. 9d., 14s. 7d. In two country schools, of equal efficiency, but smaller number, it is 11. 2s. 6d. and 11. 10s. 2d. It is instructive to observe how the differences arise in the larger schools. I take but one, the third of those mentioned above. In this school there was paid to teachers for the year ending in April last, 133l. 3s. 5d. Had the salaries been in the same proportion to numbers as at Gateshead, this would have been only 91l. 7s. 6d. The excess under this item is the *sole* cause of the larger expenditure per head. With a salary of 91l. 7s. 6d., it would, instead of 14s. 7d., have been 10s. 8½d., or 4½d. below that of Gateshead!

I have thought it worth while, on account of the deservedly high standing and influence of Dr. Davies, to dissipate any vague suspicion which may be awakened by the perusal of his pamphlet, as if the Committee of Council were in some mysterious way inducing managers to lavish money without cause and without result. But, in truth, the question lies in small compass. The money spent goes either in salaries, for books and apparatus, or coals, candles, and gas (a small item here), or on miscellaneous expenses. Have schools more books or apparatus than they need? or too much coal? If not, then either teachers are too highly paid, or the miscellaneous expenditure must bear the blame. Now, no doubt, some of this is due to Government interference, as boarded floors, parallel desks, &c., can testify. But this also is no question of finance. My Lords are, of course, of opinion that the improvements they suggest are worth their cost. Then, are the salaries in fault? If (as is true) more than 85l. is often spent in schools of 200, on teachers and assistant-teachers, this is not due to Government interference,† nor is it surely a grievance very greatly to be deplored. I, for one, rejoice in it, and I rather think my reverend and learned friend will on this point share my satisfaction. Where, then, is the grievance or the mistake?

* Dr. Davies has apparently divided by the number on the books.

† Except in so far as the conditions of the capitation grant occasionally compel an increase of salaries in the employment of additional teachers.

APPENDIX D.

TABULAR RESULTS OF INSPECTION.

My last report contained six tables referring to different points connected with the state of education in the district. I do not repeat this year any but the 5th and 6th. I do not think that there is much change in the points referred to in the others.

TABLE V.—QUEEN'S SCHOLARSHIPS in 1857.

—	Eligible.	Candidates.	1st Class.	2nd Class.	Failed.	Proportion per Cent.	
						To No. of Candidates.	To No. Eligible.
Boys -	25	18	15	3	0	100*	72*
Girls -	12	8	7	1	0	100*	66·6
Total -	37	26	22	4	0	100*	70·2

A rather larger proportion than in 1856 have declined to become candidates, but two boys and one girl were prevented by the state of their health. One boy and two girls have become assistant-teachers under the Minute of 1853; the remaining girl and one boy have (I believe) taken charge of small schools under inspection. *Three* boys only have deliberately preferred other occupations. Both male and female Queen's scholars held on the whole good places in the list, though we cannot boast of such marked comparative success as that of last year. The two highest in the male list, who were (bracketed with others) fourth and seventh, came from Lamesley and New-castle, St. John's.

TABLE VI.—CHANGES IN YEAR ended at DATE of INSPECTION, 1856-7.

	1. New Buildings.	2. Certificated Teachers, since last Year.	3. First Apprenticeship of Pupil-teachers.	4. "Simply inspected" for first time.	5. Loss of Certificated Teachers since last Report.	6. Loss of Pupil-teachers since last Report.	7. Decline Inspection.	8. Closed.
A.	Newcastle, All Saints' (c, d). Newcastle, Clergy Jubilee (a). Newcastle, Clergy Jubilee Lower S. (a, d). Sunderland Gray (a, c, d). Wearmouth Colliery (c, d). Washington Chemical Works (c, d).	Condon (d). Greenside. Mickey, Girls (d). Sherburn Hill (d). Great Stanton. Washington National. Wreckenton (d).	Willington.	Benwell. Easington. Killingworth Colliery. Ludworth. Thorneley.	Rehope. Acomb. Seaton Carew.	Hunwick. Acomb. Seaton Carew.		Ovington.
B 1.	Berwick-on-Tweed, Girls (c, d).	Whitchaven, St. Nicholas', Girls (d).		Alnwick Corporation. Kendal Highgate. Penrith, Boys.			Kendal, St. Thomas'.	
B 2.	Brampton (a, d). Kirkoswald (c). Great Salkeld (c). Uldale (b).	Bleasage. Firbank. Ireby. Norham, Girls. Long Houghton (d). Cotehill.	Norham, Boys. Wetheral.	Bronfield. Coniscliffe. Dalston. Kirkwhelpington. Knaresdale. Watermillock.	Whorlton.	Great Strickland.		
A.	-	-	-	-	-	-	-	-
B 1.	-	-	-	-	-	-	-	-
B 2.	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-

(c) With certificated teachers.
(d) With pupil-teachers.

(a) New building in the room of an old one.
(b) Enlargement.

The additional accommodation is six *new schools*, and two new buildings to replace those formerly condemned. In the case of the Newcastle Clergy Jubilee School, one awkward room has been converted into two very useful smaller ones. The number of new certificated teachers is 22; viz., 15 masters and (I have peculiar pleasure in adding) seven mistresses. The clear gain is 19; but Whorlton will resume its place next year; the loss was accidental and temporary.

APPENDIX E.

By far the most successful attempts to interest parents and others in the work of education have been those of the Carlisle diocesan organizing master, Mr. Murphy. His success is the best commentary on the remarks in the text of my report; for it is the unanimous testimony of every manager with whom I have conversed that it was due quite as much to his energy and earnestness out of school, as to his skill and patience within its walls. Everywhere he has gained influence and softened prejudice, by showing himself to be the real friend of children and parents, by freely talking over every point of doubt or difference, assuming no personal superiority, but quietly working out before men's eyes the problems of *order, method, and intelligent teaching*. Since I entered this district, I have read nothing so encouraging as the following statement by an untrained but now "registered" master, whose school was six months ago entirely on the old system:—

"Our school has increased greatly in numbers lately. It is now considered a favour to parents to allow them to send their children to this school, and since the introduction of your system the character of the school has gradually risen. If I can succeed in satisfying the Inspector, I think we shall have a good capitation grant, as we make regular attendance the condition on which we now admit pupils."

GENERAL REPORT, for the Year 1857, by Her Majesty's
Inspector of Schools, the REV. H. LONGUEVILLE JONES,
M.A., on the CHURCH OF ENGLAND SCHOOLS inspected
by him in WALES.

MY LORDS,

I HAVE the honour to present my general report on the schools inspected by myself in Wales during the year ended 31st August 1857, as well as upon the general condition of the schools now under inspection within my district, including the twelve counties of the principality. During the autumn of 1856 I was hindered from attending to my more active duties of inspection by an illness extending over more than two months, and this, too, at one of the most important periods of an inspector's year; so that, unfortunately, the total number of schools visited by myself has been smaller than hitherto. On the other hand, in consequence of your Lordships having been pleased to give the aid of an assistant inspector for the district, and of such an excellent appointment having been made in the person of my colleague, the Rev. B. J. Binns, the total number of schools visited has been increased through our combined operations, and the work of the district has been considerably improved. I consider it my duty at the commencement of this report to record my sense of the kind, judicious, and energetic co-operation which I have received from Mr. Binns. His previous experience as Principal of the Caernarvon Training College had rendered him peculiarly fit for the office of inspector; and the results arising from this bringing another mind to share in the same work, and to carry out parts of that work with distinct ideas, though with identity of feeling and purpose, have been, I am convinced, very beneficial to the cause of education in the principality. It has been a source of peculiar satisfaction to myself to find that my colleague, after going through one half of the district quite in his own manner, and with his own views, has always agreed with me in opinion; at the same time that he has been able to give me highly valuable advice, and to aid me with all the freshness of a totally independent and original judgment. It is a very gratifying circumstance for the parties concerned, and it augurs well for the service in which they are employed, when two public officers, united together by the ties of long standing friendship, find themselves coinciding in convictions which have been derived from their own independent observations.

Work of
inspection.

Appoint-
ment of
assistant
inspector.

M M 3

Subjects as regards which no measures have been taken.

Although the duties of an inspector are limited to reporting upon certain schools, and those only, yet it is impossible for an officer in his position, who has any intelligence, any heart, any of the common sympathies of life, to become so closely connected with his district as a duration of nine years implies, and avoid being mixed up with various adjunctory and outlying portions of the general educational question. He may meet with very little official encouragement in so doing, but he cannot have been admitted to the privilege of friendly—I might well say confidential—intercourse with the leading personages of his district, upon questions affecting education generally, without becoming more or less closely mixed up with the wishes and the wants of the various localities upon this momentous social question. He cannot travel, with his eyes open and his mind alive to the ordinary impressions of common sense, without having his attention aroused and his sympathies warmly enlisted in favour of places, and persons, and things, and wants, all closely connected with the educational requirements of the district, though unknown or slighted elsewhere. I confess that this has been, and is continually, the case with myself; new wants, new views, new resources are continually brought under my notice; they appear to me of importance; and I should be inclined to attract public attention to them, but the rigidity of official routine warns me to harden myself against all impressions that do not come very far within the strict letter of my instructions. Having, however, been permitted without reproof, though without encouragement, to notice one or two matters of this kind in my annual reports, I am desirous of once more discharging my conscience from a burthen by expressing my regret in witnessing, (1.) the continued delay of hope that anything is to be done in Wales by means of public pecuniary aid for the education of sailors,—youths and men; (2.) the nugatory attempts to foster a love of art in the principality,—a country where few crops grow without seed sown, liberally instead of parsimoniously; (3.) the waste of public money upon false decoration of buildings—concurrently with the adoption of plans and elevations not guaranteed by sufficient amount of architectural science and honesty in building. These three points I consider as past and gone;—they may be considered as three mistakes. It is, perhaps, of little use reverting to them; still they obtrude themselves on my notice, and my mind feels easier from the reflection that, in mentioning them even once more, I have at least discharged one of what I may call the extra-official and common-sense duties of an inspector.

I now proceed to report upon topics that come more strictly under my own official cognizance. Certainly one of the great wants of Wales with regard to education is a proper supply of teachers; and it becomes a matter of importance to ascertain what are the probable prospects of a good supply being obtained in future days. Now my own expectations in this particular tend quite as much to a negative as to a positive result. I still find our *best* apprentices flying from the country. I find a repugnance arising to the profession of a teacher, a repugnance increasing slowly at present, but not at all unlikely to become more and more decided as time wears on. Young people are now not so ready as at first to incur the numerous risks that attend the career of even the most deserving apprentice,—risks from caprice of managers, changes, and neglect of duty towards them by teachers, and the unbending sternness of official regulations; from all of which apprentices have been known to suffer unjustly. Teachers themselves are beginning to look forward more anxiously than they did, and now that at length the truth has become disclosed, that no ultimate public provision is to be made for them, no pensions are to be hoped for, they hesitate, and with reason, as to the prudence of continuing in a thankless career leading to premature old age, and, most probably, to destitution. Schoolmasters and mistresses *cannot* save enough for old age and sickness; School committees *will not*, and the State *does not* pension. I can well understand and feel the full meaning of the remonstrances, with which I am so often met by the teachers of my district. I cannot say to them, "Give up your profession;" and yet, if they ask me for cheering words of endurance, I am too often forced to remain silent. If school committees managed their affairs more prudently, more energetically, more courageously, I am aware that the position of teachers might be improved, both with regard to present maintenance and future provision; but many Utopian schemes will be realized before such a state of things exists; and while educational theorists console themselves with the logical accuracy, the mathematical precision of their plans and regulations, practical educators are left to struggle with impossibilities, or to abandon them in despair. The easing of the present state of things has been likened, by one whose voice is deservedly listened to in high places, to the setting up of ladders against walls, by which ladders it is just as easy to descend as to ascend. But if no ladders are to be set up at all, according to this recommendation, it is not improbable that the walls may crumble down into shapeless masses of stone for want of common, though perhaps irregular, precautions.

Insufficient
supply of
properly
qualified
teachers.

Number of
schools
benefiting
by aid from
Parliamentary
grants.

It appears as if, under existing regulations, the number of schools in Wales aided by annual grants from the Parliamentary fund had nearly attained its maximum; and, if prices of common things of life remain as they are, or nearly so, there is reason to suppose that this maximum for Wales may be accepted as a "social constant." Most of the towns and many of the wealthier villages are provided with schools annually or periodically aided by Parliamentary grants; and they are perhaps, considered by some as radiant foci of light, whence educational intelligence is to be dispersed all over the country. These, however, are the very schools, the very places best able to help themselves; they prosper under the present state of things, and all goes on pretty comfortably with them; but meantime a large portion of the Principality is still immersed in educational darkness, and the dawn of its day is removed beyond the hope of the present generation of men, if the same system is to be continued. Country clergymen and country gentlemen know, much better than those who live in towns, what are the peculiar difficulties which they have to contend against in the support of schools; and I believe I may appeal with confidence to the resident gentry of the Principality, and call upon them to declare that a modified system of Parliamentary aid, to be granted to poor thinly-peopled and remote districts, is a want the existence of which can be sufficiently substantiated. At present the amount of annual grants, not, however, including capitation fees, made to the Principality for Church schools, may be ascertained from the following table, which my colleague, the Rev. B. J. Binns, has compiled from the last published volume of your Lordships' Minutes.

AMOUNT OF ANNUAL GRANTS received by CHURCH SCHOOLS in the following COUNTIES.

—	Certificates.	Assistant Teachers.	Pupil-teachers and Gratuities.
	£ s. d.	£	£ s. d.
Anglesey - -	86 10 0	- -	130 10 0
Brecknock - -	101 0 0	- -	146 0 0
Caermarthen - -	193 0 0	- -	435 0 0
Caernarvon - -	290 10 0	25 -	608 0 0
Cardigan - -	81 0 0	- -	155 10 0
Denbigh - -	215 10 0	- -	478 10 0
Flint - -	206 0 0	- -	513 10 0
Glamorgan - -	372 0 0	65 -	995 0 0
Merioneth - -	76 10 0	25 -	62 10 0
Montgomery - -	165 0 0	- -	392 0 0
Pembroke - -	227 10 0	50 -	795 0 0
Radnor - -	- -	- -	17 10 0
Totals - -	2,019 10 0	165	4,724 0 0.

This gives a total of 6,908*l.* 10*s.* 0*d.*, and the total amount of Welsh grants of the above description, from all Government sources, from 1833 to 1856 inclusive, being a duration of 23 years, is 95,612*l.*, being at the average rate of 4,157*l.* per annum. Viewing the actual state of Church schools in the remoter districts of Wales, it is not too much to say that at least as much more as the above annual sum might be expended with a highly beneficial and stimulative result in the shape of *small* annual grants made on easy,—I would rather say on generous, terms; for education ought to be promoted with generosity, if it is to evoke the better moral qualities of the people. To give instances of the want of public aid that is felt in some parts of the Principality, I may state that in the county of Brecon, out of 88 ecclesiastical districts, 38 are without any Church school of any kind, only 36 are aided by any subscriptions whatever, only 8 receive any annual Parliamentary aid. In Anglesey, out of upwards of 70 ecclesiastical districts, only 7 at present receive annual grants for Church schools from the Committee of Council. In Merionethshire only 7 Church schools, and in Radnorshire only 2 are at present in receipt of such grants. I have no doubt that, if authorized to do so, my colleague and myself could at once write down the names of 200 parishes in Wales in which aid for schools is urgently required, and yet in which, under existing regulations, no Parliamentary aid is at all likely to be obtained. There is, I firmly believe, no disposition on the part of the clergy and gentry of the Principality to make a bad use of any public aid that might be afforded; and I also feel convinced that, if a generous stimulus could be given *at once*, without too many difficulties and formalities (which are all naturally repulsive to the Welsh mind), the country would come forward liberally, and every 10*l.* granted by Parliament would produce a much larger amount from the clergy, the gentry, and the people. It is a cause of congratulation throughout Wales that the Minutes of the Committee of Council should have been somewhat relaxed on the subjects of tiled floors, capitation expenditure, and capitation attendance. These relaxations have produced a good effect, and when more generally known and appreciated, they will tend to conciliate public feeling in districts where now only jealousy, or at the best apathy, exists.

With a view of throwing still further light on the difficulties with which school managers and the clergy especially (who ought to be the practical managers and frequent inspectors of their schools) have to contend, I have appended to my report a table for each county of Wales, comprising returns from 168

Statistical returns from certain schools, in each county, as to children's attendance, ages, pay-

ments, residence, and religious denominations.

schools, showing the attendance of the children, their ages, the distances of their homes from school, the rates of their payments, and the religious denominations of their parents. (*Vide Appendix B.*) I do not profess to bring forward these tabular returns as perfectly accurate, but they are very nearly so; and I have met with the most kind and ready co-operation in compiling them from the clergy and the teachers of nearly every district in the Principality.* They refer only to Church schools now under inspection; but they show one important feature of the actual operation of the Church-school system—by proving how willingly Dissenters of all denominations combine with the Clergy in the education of their children; and also how large an amount of good Christian work the Clergy in those schools, from which the returns have been obtained, are doing for their flocks, whatever may be the differences of religious opinion among them. It will be found from this table, that out of 19,949 children on the books of 168 Church-schools, about one-third (6,130) are of parents belonging to the Establishment; so that two-thirds of the money received for these schools are expended on the education of children whose parents are of various other denominations. No accusation of exclusiveness or bigotry can therefore be sustained against the schools in question; and there is, I believe, little doubt but that the following points can be clearly proved for Wales,—I mean for the rural portions of it, not the closely packed iron-working and mining districts,—but for the breadth and length of the land, wherein the people are less massed together, less worked, and less degraded.

(1.) That a *good* parochial school, superintended *actively* and *constantly* by the clergyman and the leading laymen of the parish,—if conducted on principles of Christian toleration, without attempts at proselytizing or converting, and without abuse of the Dissenters for differing from the Establishment,—will be supported by all denominations of Christians, and will suffice for the educational wants of the locality.

(2.) That if a school is *really* well-conducted, by an honest, intelligent, painstaking teacher (there is no necessity for his being either “certificated” or “registered” to be a good teacher), it will meet with the ready support and confidence of all classes of parents, however poor; they themselves will pay cheerfully, and their children will attend as frequently

* I am informed that, in the diocese of Llandaff, objections have been raised to returns being made to me concerning the religious denominations of the parents. That portion, therefore, of the table which refers to Glamorganshire is necessarily imperfect.

and as punctually as the social wants of the locality will permit.*

My colleague and myself, at the time of our collecting returns for the table mentioned above (*Appendix B.*), thought it our duty to circulate a small pamphlet, entitled "*Hints on School Management for Village Schools*," which we had drawn up in our private capacity, and which we thought might prove useful to managers and teachers. We trust that it will have been received, as it was intended, in a friendly spirit, and as having originated in no other motive than a sincere desire to promote education in rural districts, where a few words of practical advice are often acceptable. Some very useful hints for practical school-keeping in a small country parish may be gathered from an extract of a letter by the Rev. W. E. James, M.A., late Vice-Principal of the Caermarthen Training College, which will be found in the appendices to this report. (*Vide Appendix C.*)

Hints on school-management.

As a positive instance of how far a large town-school in Wales, under the most favourable circumstances, may be maintained in a state of well-deserved prosperity by the combined efforts of skilful teachers, a most active clergyman,† and a thoroughly energetic committee, I single out that of Pembroke Dock National school from among several others; and herein I do nothing more than extract entries from my special report on this excellent school. There are three

Pembroke Dock National school.

* The following instances from Cadoxton school, near Neath, show how much the well-being of children depends on their parents' personal conduct:—

William Rees, Cadoxton, collier,					
receives from	-	-	£1 5s.	to	£1 10s. per week.
His son from	-	-	0 18	to	1 5 "
Another son from	-	-	0 6	to	0 8 "
Total from	-	-	2 9	to	3 3 " with coal.

Has two children, not working, in a miserable state.

David Rees, collier, from	-	-	£1 5s.	to	£1 10s. per week.
Son from	-	-	0 6	to	0 8 "
Total from	-	-	1 11	to	1 18 " with coal.

Has four children, not working, in a miserable state.

D. Thomas, labourer, Cadoxton, receives	-	-	£0 18s.	per week.
Son	-	-	0 6	"
Total	-	-	£1 4	"

Has eight children, not working, remarkably clean and well dressed.

† The Rev. J. H. Malet, LL.D., chaplain of H.M. dockyard, now retired.

departments in it, containing on the day of inspection 252 boys, 129 girls, and 62 infants, under a master and a mistress (both certificated), with seven male apprentices, six female ditto, and two male honorary ditto. The school-pence paid by the children for one year amounted to 224*l.* 15*s.* 5*d.* The Committee of Council paid a capitation fee of 40*l.* 7*s.* on 137 boys, 51 girls, and 9 infants, after disallowing the claims of 10 other children, because the school vacations during the year did not exceed a fortnight; and the greatest number of days attended by any child was in the case of a female infant, aged five years five months, who had actually been present in school 242 days out of 247.

Religious
instruction
in Welsh
schools.

I am sorry to observe that my last general report, as well as the preceding one, has excited the hostility of the Bishop of Llandaff. Your Lordships are aware of the pamphlets that were published on occasion of my report for 1855, and of my having proved (when the diocese of Llandaff was sought to be exculpated before it was accused) that a supposed censure upon the managers of schools arose from an illogical perversion of the words therein used. In a charge delivered to the clergy of that diocese last August, the Bishop reverts to the same accusation, and again maintains that I charged the conductors of schools in the Principality with anarchy, neglect, and incapacity. I have no other public opportunity of contradicting this statement than by appealing to your Lordships for a dispassionate consideration of the words actually employed, and of the explanations printed by myself in answer to the Bishop's subsequent pamphlet. In the same charge, however, his Lordship animadvertes upon recommendations that I threw out last year to school teachers, to take written instructions for religious instruction from their clergymen, on account of the unpleasant position in which they might be placed through the "unfortunate divisions that rage within the pale of the church." The precise words used by myself will be found on reference to my report for 1856, and need not again be quoted; but, "if we are to credit" the charge delivered by the Bishop, I have wrongfully accused the clergy of the diocese of Llandaff of internal divisions, whereas in that diocese,—as the charge states,—the clergy have been on two public occasions congratulated on their tranquillity. From whatever cause this tranquillity may arise, I am certainly no further concerned with it than that I cannot avoid feeling gratified to hear of its existence from such high authority,—however at variance with other statements in the same charge this one may appear to be. The Bishop of St. David's, on the other hand, in a charge published since that of the Bishop of Llandaff, does me the

honour of commenting on my report for 1855, but, with his usual candour, admits the existence of divisions, and seems to lament the difficulty of healing them. I feel quite content to let the one charge answer the other, and, as in my report for 1855 I said nothing to particularize the schools of Llandaff, so in that for 1856 I should be sorry if I were proved to impugn unjustly the quietude of that fortunate diocese. With regard, however, to the general question of religious instruction in Welsh schools, I am glad to have the opportunity of calling in the testimony of my colleague, the Rev. B. J. Binns. His words, in a letter recently addressed to myself, are too forcible and too important for me to attempt to abridge them; I have therefore appended the whole of his letter to this report. (*Vide Appendix D.*) It would be vain in me to add anything to what has there been said so well; I hope, not only that Mr. Binns may escape censure for the candour with which he gives advice, but also, that his advice may be duly weighed and acted upon.

I have the honor to be, &c.

H. LONGUEVILLE JONES.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. H. L. JONES AND REV. B. J. BINNS.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										Number of Certificated Teachers.	Number of <i>Inf.</i> Teachers.
		No. of Schools i.e., institutions held in separate buildings and sepa- rately ma- naged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommo- dation is provided, at 8 square feet of superficial area per Child.		
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	144	44	41	30	94	9,736	7,888	7,900	6,112	23,137	132	292	
Simple Inspection	46	4	2	1	43	1,706	1,229	950	786	2,929	—	—	

500 Church of England Schools inspected in Wales.

Per-centage of Children on School Registers

(1.)—Aged											
Schools visited on account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.
Annual Grants .	4'16	5'82	7'7	10'01	12'03	12'03	11'76	10'9	9'12	7'65	4'67
Simple Inspection	7'26	8'38	8'94	13'07	11'91	13'24	9'8	8'86	8'16	5'16	3'36

(2.)—Who have been in School						
—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	40'4	10'98	16'7	10'86	7'3	6'76
Simple Inspection	34'61	20'44	22'01	14'56	4'47	3'91

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys and Girls Schools, and does not include Infants.)

Number of Schools, out of 227 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught.			
			Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
	Schools visited on account of					
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	178	47	137	9	41	31
Catechism	172	47	142	12	29	31
Reading	179	47	150	10	29	38
Writing	173	47	149	9	24	34
Arithmetic	157	47	124	9	23	34
Geography	120	40	124	4	28	34
Grammar	147	25	108	5	37	15
History	44	5	94	1	10	2
Music from Notes	22	4	18	2	4	2
Drawing	6	—	5	—	1	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	171	23	4	182	15	2	166	25	7	161	9	11	103	31	3	177	22	1	147	9	7
Simple Inspection	50	13	6	21	21	7	18	12	19	12	18	12	13	23	11	17	30	11	9	4	2

SUMMARY d.
Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 124 (Annual Grants) + 27 (Simple Inspection) = 151* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 942 0 11	£ s. d. 4,871 13 3	£ s. d. 5,323 18 3	£ s. d. 1,975 19 3	£ s. d. 11,512 11 8	£ s. d. 0 17 3
Simple Inspection	120 15 2	728 0 5	421 0 7	107 16 2	1,386 12 4	0 10 7½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 124 (Annual Grants) + 27 (Simple Inspection) = 151* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 9,116 5 2	£ s. d. 722 17 0	£ s. d. 1,904 12 10	£ s. d. 11,833 15 4	£ s. d. 0 17 8½	13,335
Simple Inspection	1,215 19 5	35 12 2	97 18 2	1,349 9 9	0 10 5½	2,630

SUMMARY e.
Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emo- luments (including Government Grants and all professional sources of income) .	Annual Grants .	£ s. d. 76 3 4½	£ s. d. 58 5 5½	£ s. d. 68 5 1½	£ s. d. 35 2 0½	£ s. d. 53 10 0	£ s. d. 32 7 5
	Simple Inspection	—	39 12 7½	—	30 3 6	—	35 0 0
Number on which average is taken .	Annual Grants .	106	15	18	22	4	13
	Simple Inspection	—	23	—	5	—	2
Number provided with house or rent-free .	Annual Grants .	78	10	12	16	3	6
	Simple Inspection	—	11	—	3	—	1

SUMMARY f.
School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	113	17,206	62.63	23.7	8.45	2.7	2.62
Simple Inspection	14	1,741	74.44	18.26	5.68	.75	.92

* The number of Schools inspected during the year was 120; but from 39 of these no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

APPENDIX B.

TABLE relating to SCHOOL-ATTENDANCE, AGES of SCHOOL CHILDREN, their PAYMENTS, RESIDENCE, and RELIGIOUS DENOMINATIONS, in 168 SCHOOLS under INSPECTION.

NORTH WALES.

Counties.	No. of Schools from which Returns have been made.	No. of Children on the books at the beginning of school year.	No. of Children admitted during the year.	No. of Children who have left during the year.	No. of Children on the books at the end of the year.	No. of Children now on the Books who have been in the School										No. of Children now on the Books who are aged									
						Five years and more.	Four years and more.	Three years and more.	Two years and more.	One year and more.	Less than one year.	Fourteen years and more.	Thirteen years and more.	Twelve years and more.	Eleven years and more.	Ten years and more.	Nine years and more.	Eight years and more.	Seven years and more.	Six years and more.	Five years and more.	Four years and more.	Three years and more.	Two years and more.	Under two years.
Anglesey	7	613	461	325	743	31	53	82	138	178	234	43	30	69	100	94	93	97	85	54	30	30	2	—	—
Carmarthen	22	2,494	1,494	1,040	2,622	109	287	327	405	682	914	140	179	223	266	323	370	391	320	283	99	52	8	—	—
Denbighshire	27	2,365	1,649	1,243	2,930	127	181	327	331	728	1,212	90	117	179	223	309	335	404	420	373	399	124	48	6	—
Flintshire	16	2,191	1,836	1,463	2,543	103	151	228	408	448	1,076	76	101	192	225	269	292	324	243	261	251	131	66	28	8
Merionethshire	8	615	396	314	671	52	45	87	130	133	254	32	60	37	81	74	91	79	85	80	40	23	15	2	—
Montgomeryshire	12	1,454	815	750	1,616	108	143	200	269	331	598	60	92	113	219	230	235	222	212	120	95	45	19	—	—
Totals for North Wales	92	9,662	6,181	4,768	11,124	536	710	1,246	1,716	2,481	4,215	341	579	865	1,100	1,385	1,465	1,533	1,317	1,147	708	394	158	86	8

continued.

Counties.	No. of Children now on the Books paying weekly					No. of Children now on the Books living from School					No. of Children now on the Books belonging to Parents of the									
	Fourpence and more.	Threepence and more.	Twopence and more.	One penny and less than one penny.	Less than one penny.	Three miles and more.	Two miles and more.	One mile and more.	Half a mile and more.	Quarter of a mile and more.	Less than a quarter of a mile.	Church of England.	Wesleyan Methodists.	Calvinistic Methodist.	Independents.	Baptists.	Roman Catholic.	Unitarians.	Mormons.	Not ascertained.
Anglesey	7	21	95	523	20	11	13	37	125	220	116	173	185	73	315	100	1	—	8	66
Carmarthen	39	112	344	1,916	126	53	186	37	516	626	505	715	257	477	624	122	1	—	8	312
Denbighshire	51	139	708	1,412	258	93	103	183	627	431	509	831	410	597	577	123	11	—	5	535
Flintshire	60	131	1,219	1,042	11	39	103	807	478	553	503	890	450	497	184	14	6	—	7	214
Merionethshire	15	63	90	530	5	6	77	460	77	134	241	160	63	187	185	7	1	—	—	267
Montgomeryshire	12	70	250	992	236	68	175	232	154	205	678	678	200	151	153	106	9	—	7	123
Totals for North Wales	216	235	2,706	6,314	686	272	635	2,017	2,014	3,463	3,463	3,030	1,383	3,234	1,311	509	32	—	24	1,445

Counties.	No. of Children now on the Books who have been in the School										No. of Children now on the Books who are aged															
	No. of Schools from which Returns have been made.	No. of Children on the books at the beginning of School year.	No. of Children admitted during the year.	No. of Children who have left during the year.	No. of Children on the books at the end of the year.	No. of Children in average attendance during the year.	Five years and more.	Four years and more.	Three years and more.	Two years and more.	One year and more.	Less than one year.	Fourteen years and more.	Thirteen years and more.	Twelve years and more.	Eleven years and more.	Ten years and more.	Nine years and more.	Eight years and more.	Seven years and more.	Six years and more.	Five years and more.	Four years and more.	Three years and more.	Two years and more.	Under two years.
Brecknockshire	10	819	542	481	890	681	39	14	86	265	149	261	31	45	69	73	122	98	113	91	57	33	42	43	21	6
Cardiganshire	9	770	540	517	914	645	74	88	80	164	173	839	93	115	108	90	115	125	132	132	113	57	83	42	43	21
Denbighshire	13	1,346	847	686	1,524	947	84	103	169	289	188	814	68	75	137	137	151	157	166	235	180	101	53	5	—	—
Glamorganshire	20	1,932	2,068	1,437	2,610	1,751	81	105	273	393	494	1,410	78	111	170	269	298	359	361	394	379	203	154	55	24	8
Gloucestershire	21	2,373	1,938	1,314	2,610	1,581	140	171	245	412	524	1,078	99	160	236	277	321	324	320	301	245	148	89	54	75	—
Pembrokeshire	8	213	46	34	218	134	14	10	6	36	57	93	3	3	10	19	11	21	23	29	85	25	19	11	9	—
Radnorshire	3	213	46	34	218	134	14	10	6	36	57	93	3	3	10	19	11	21	23	29	85	25	19	11	9	—
Totals for South Wales	76	7,453	5,741	4,669	8,825	5,931	444	491	831	1,498	1,835	4,045	372	427	708	805	1,018	1,114	1,185	1,138	1,009	570,393	195	136	14	—
General Totals (North & South Wales)	168	17,015	11,922	9,337	19,949	13,710	960	1,201	2,127	3,214	4,166	8,260	713	1086	1573	1,906	2,353	2,459	2,718	2,406	2,166	127,785	363	173	23	—

continued.

Counties.	No. of Children now on the Books paying weekly						No. of Children now on the Books living from School						No. of Children now on the Books belonging to Parents of the								
	Fourpence and more.	Threepence and more.	Twopence and more.	One penny and more.	Less than one penny.		Three miles and more.	Two miles and more.	One mile and more.	Half a mile and more.	Quarter of a mile and more.	Less than a quarter of a mile.	Church of Eng- land.	Wesleyan Methodist.	Calvinistic Methodist.	Independants.	Baptists.	Roman Catho- lics.	Unitarians.	Mormons.	Not ascertained.
Breaknockshire -	51	6	401	280	56		13	85	93	149	270	268	394	69	86	68	91	11	—	—	96
Oardiganhire -	21	42	170	726	21		18	119	206	149	166	169	251	74	242	213	151	2	1	—	13
Qaermarthenshire -	19	164	488	695	21		70	156	215	186	283	613	573	56	187	420	201	2	21	3	150
Glamorganshire -	203	235	687	455	57		29	139	495	537	513	917	446	131	334	338	283	8	26	18	334
Pembrokehire -	200	317	696	1,187	76		82	190	346	388	480	619	813	231	206	453	450	11	1	9	300
Radnoreshire -	13	6	33	161	—		2	5	22	34	46	121	24	—	5	—	—	—	—	—	—
Totals for South Wales -	566	770	2,337	3,508	210		214	684	1,465	1,903	1,740	2,708	3,501	561	1,027	1,483	1,176	44	45	32	888
(General Totals) (North & South Wales)	772	1,306	5,103	9,322	866		466	1,509	3,432	3,917	3,903	6,169	6,130	2,144	3,361	2,693	1,775	76	43	56	2,333

APPENDIX C.

Llangoedmor, Cardigan, 16 November 1857.

WITH respect to our sewing school, a more exact description of our system cannot be given than what has already appeared in your report for last year. It is, perhaps, right to mention that our information was got from a lady in the neighbourhood of Exeter. I may say that no plan seems better adapted for supplying the schools with regular and suitable work. It also contributes a little to the funds of the schools.

In my report to the Local Committee I drew their attention to the question now oft discussed:—Can anything be done to secure a longer and more regular attendance of the children at the schools? Some such plan as the following had suggested itself to me as likely to answer the case of the girls, if not of the boys. That a few ladies be requested to take on themselves the trouble of making an effort to secure places as servants in any respectable service for those girls or boys who may have attended the schools for three consecutive years between the ages of eleven and fifteen, provided, of course, their character has been in every respect satisfactory during that period. This is considered by the parents a great boon. No less than forty have been from time to time drafted off into good service from this school. My desire at present is to make this a reward for a regular and longer continuance at the schools. Certain ladies have, indeed, expressed their willingness to carry out this suggestion.

The Bible class.—This was established with the view of carrying on the religious education of the children when they leave the schools. It is held during the winter months. The members of it meet at my house on Wednesday evenings for the space of two hours. We read the Bible and Prayer Book. In the reading of the former, I attempt to lead them to draw practical lessons, and I show them how to read it for themselves; the latter is made an arena for testing their Scriptural knowledge by proving each passage from Scripture. Of course, the reading of each is also accompanied with as much general information as may seem fitting. We begin and close with a few collects, &c. As the parish is a rural one, with no village, the attendance is small, averaging about twelve. Several of them have become communicants, and some are in course of preparation.

APPENDIX D.

LETTER from Her Majesty's Assistant Inspector of Schools, the Rev. B. J. BENNS, on the Subject of the Religious Instruction in Elementary Schools.

REVEREND AND DEAR SIR,

2 December 1857.

THE great importance of the subject of religious instruction in elementary schools, as well as the prominence which should ever be assigned to it in all sound schemes for the improvement of education, render me anxious to adopt some means in order to call the attention of managers and teachers in the principality especially to it, hoping thereby to excite a warmer interest, and to call forth more active measures for its sound and effective promotion.

Since entering on my present duties as your assistant, I have been frequently pained at witnessing the mode in which it is conducted, as well as the vague and unsatisfactory answers which an examination elicits. So far, therefore, from feeling surprised at the remarks which you have felt it your duty to make on the subject in your printed reports, I have, I am sorry to say, on the contrary had too much reason to acknowledge their accuracy and propriety; a sense of duty, therefore, compels me while confirming your testimony, to join with you in the appeal to all who feel more immediate interest in the matter to come forward with additional zeal and energy, in order to raise the character of the instruction given upon religious subjects, and to render it more solid, practical, and efficient. I trust, therefore, that I may not be regarded as outstepping the bounds of my office, if I venture to state briefly what

appear to me to be the prevailing defects of the present mode of conducting the religious education of the children in attendance at our daily schools, and then to offer a few suggestions as to the way in which such defects may be remedied.

1.—1. Sufficient time and attention are, in too many instances, not given to it. When the importance of the subject is considered, as well as its intimate connexion with all sound moral training, it is not too much to say that care should be taken that a due proportion of time should be allotted to it. A prominent place should be assigned to it in the daily routine. The Scriptures not being read by, perhaps, one-half of the scholars should be an additional reason why due care ought to be taken that the remaining half be carefully instructed, orally or otherwise, in simple elementary Christian truths; and it is not unreasonable to require that teachers should undertake this department themselves, and that each class should, in addition to the Catechism, receive a lesson on Scripture, or one of a religious character, daily.

2. The want of proper method and system in communicating religious knowledge may also be regarded as another and prevailing defect, and one which has hitherto much retarded its progress. There has been a want of uniformity and judgment in the plans which have been adopted, and a further want of energy in the carrying of them out. Frequently there is no fixed plan or system at all; the children, if questioned by the teacher, are questioned in such a random way that they derive little or no benefit. Few schools can be found in the same locality where the books and methods are identical. The routine varies so much that a comparison of one school with another becomes impracticable. The lower classes, which ought to be instructed regularly once, if not twice, a day by the principal teacher, are left to apprentices or monitors; the amount of knowledge that they acquire is, consequently, scanty in the extreme, and generally limited to a few easy and superficial questions on the Creation, or the infancy of our Saviour; texts or hymns are not learned, and the meaning of even the simplest terms in the Catechism is not explained. There is too little revision, and too little careful adaptation of the teaching to their capacities and circumstances.

3. Another defect is the want of a due attention to the real end of all religious teaching, viz., the inculcation of right principles and the training to good habits, so as to prepare for fulfilling the duties of this life, as well as to point the road to happiness in the next. Instead of this, an undue proportion of time is spent upon other and extraneous matters. The Bible lesson, which should be given with seriousness and feeling, too often degenerates into one upon reading or geography; facts are often thought to be of greater importance than principles, and the time which ought to be carefully husbanded for the inculcation of practical truths is too often consumed in explaining a term or an allusion, which, after all, may not be essential to a right understanding of the passage. Too little stress is laid upon the application of the lesson. Appeal is seldom made to the feelings and consciences of the children; actions are not traced up sufficiently to their principles, nor is instruction drawn from them as to the future conduct.

4. To these may be added a want of due seriousness and reverence on the part of the teacher while speaking on sacred things. The manner in which such lessons are given is of as much importance as the matter of them, and children are keen to detect any want of proper feeling that may be exhibited by those who have the oversight of them. Teachers, therefore, cannot watch too carefully over their own habits and conduct; they should recollect that the feeling produced upon the children is just as important as the information conveyed to them. "A distinction must ever be drawn," writes an eminent authority, "between teaching religion, that is, trying to produce a religious impression on the mind, and giving information on religious subjects. The first of these is at once the most difficult and important. To succeed in producing such impression the teacher must give much previous thought and attention to the subject; no lesson should be allowed to pass without being duly arranged and prepared. Extempore teaching is seldom effective; the oil for the sanctuary must be beaten, and we should not offer unto the Lord what costs us nothing. A well given lesson is just as difficult as a sermon to a clergyman, and what would be thought of a clergyman who went into the pulpit without having prepared his sermon?" Without due preparation all lessons will inevitably be characterized by vagueness, diffuseness, and repetition; and where the faults above noticed exist, it will be useless to expect that the religious teaching can be effective, or productive of any hopeful or permanent results; and in noticing them I by no

means wish to be understood as charging them upon the schools which I have visited exclusively, but as applicable to a certain extent generally.

II.—I now proceed to offer a few practical suggestions as to the mode in which these faults and defects may be remedied; and here I remark, first, to secure effective religious instruction for the scholars of our schools the zealous aid and co-operation of the managers, especially the clergy, is needed. You have yourself so frequently and so forcibly brought this subject before their attention, that I need add nothing further by way of demonstrating its importance. I shall therefore sum up very briefly what I conceive to be the peculiar province of every clergyman with reference to the subject.

1. To draw out and arrange a regular plan and course for the religious instruction of each class in his school.
 2. To furnish the teacher with written directions as to the mode in which he wishes it to be conducted.
 3. To satisfy himself by personal inspection that his directions are attended to.
- To test the progress of each class by frequent examinations at regular stated periods, and then to supplementalise the instruction which has been previously given by such additional explanations and observations as he may deem requisite.

It is not intended to imply by these remarks that the clergyman should supersede the teacher in the school by taking the entire work of the religious teaching himself, but that he should, as far as possible, exercise a wholesome influence over it; and earnestly, yet respectfully, is it suggested to the clergy to take the matter up, and, by their care and oversight, do what they can to place the religious education of the country on a creditable and efficient footing.

1. To teachers I would recommend, in the first place, a due attention to their own habits, character, and conduct. It is not what they tell their scholars that exercises an influence upon them, as what they themselves are in the practice of doing. It is not what they would have them to be, but what their instructors themselves are, that they are likely to become in after-life. "The religious impressions made by any school really depends, first, upon the character and bearing of the master; secondly, upon the nature of the daily routine; and, last of all, upon the subjects of instruction. If, therefore, the school is to be made the means of giving religious teaching, it would seem to follow that the security of such teaching must be found, not in the rules which define the instruction, but, in the character of the immediate management, for that will decide what sort of qualifications will be preferred in a master, and with what sort of associations the scholars will be perpetually surrounded."—(*Rev. F. Temple, Oxford Essays, 1851.*) Our teachers, then, to be useful, must be a pious, God-fearing race, actuated by sound and enlightened views as to the importance of their calling, and conscientiously desirous to fulfil its duties.

2. In the next place, they should at all times seek the direction, counsel, and co-operation of their clergy. As they are the chief persons who are responsible for the spiritual instruction of the flock, so should they defer to their opinion, and attend to their suggestions on every occasion. And when both unite cordially and zealously to promote the improvement of the rising generation, and their careful training in religious habits, then the most favourable results may be anticipated.

3. They should be regular and systematic in carrying out the details of their work. The plan,—a scheme should be drawn or marked out previously, and then adhered to. Due provision should be made for the grounding of the younger children in simple and practical religious truths. The instruction, both orally and from the Scriptures, should be given daily to each class. The lessons should be arranged and prepared beforehand, and attention should be paid to the order, seriousness, and reverence with which they are given. In the lower classes, as soon as the children can read monosyllables, some easy lesson books on sacred subjects should be put into their hands, and they should be carefully and repeatedly questioned upon their contents. An abundance of such works may be found in the list of the Society for Promoting Christian Knowledge. I have been in the habit of recommending the Sunday School Books, Parts I. and II. As soon as these have been read through, the New Testament itself may be introduced, and some of its easier narratives studied and questioned upon. Few abridgements can equal for

simplicity or conciseness the style of the sacred Evangelists, and children seldom fail to understand their expressions. Time may be saved, and instruction given frequently with greater effect, when two or three classes are grouped together than when they are taught singly. The gallery should be a fixture in every school, and should be used regularly for this and other purposes. Good, well-conducted gallery lessons are still far from being as frequent as they ought to be; and teachers still seem hardly to be aware how important is the influence which may be brought to bear upon the school by means of them. While giving their lessons, teachers would do well to attend to, (1), the use of language and illustrations sufficiently simple; (2), the sufficient and vigorous use of questioning; (3), seriousness of manner and deportment; (4), the right enforcing of the practical application. Upon these subjects I strongly recommend the study of the following works:—

Archdeacon Bather's Hints on Catechising.

Ingilis on the Sabbath School.

The Sunday School Treasury. (Wertheim & Mackintosh.)

And the publications of the Church of England Sunday School Institute.

Teachers would do well also to read the following works, which frequently may be borrowed from their clergymen, and the study of which cannot fail to be useful to them:—

Dean Graves on the Pentateuch.

Blunt's Undesigned Coincidences of Scripture.

Horne's Introduction to the Study of the Scriptures.

Bishop Newton on the Prophecies.

Keith on the Prophecies.

Trench on the Parables.

Kitto's Biblical Cyclopædia.

Paley's Works.

Butler's Analogy.

The life of our Saviour, viewed in the character of a teacher, would, I conceive, also afford a profitable subject for consideration. It should be contemplated not merely in the light of *what* he taught, but *how* he taught it; and Christian teachers would do well in this, as in other respects, closely to follow His example. It will be seen that in dealing with the ignorant or prejudiced His method most generally was to elicit truth by questioning, and experience has sufficiently proved this to be the readiest and most effective way. "First question it into them," says Archdeacon Bather, "and then question it out of them." "The catechist," he adds, "possesses this advantage over the preacher, that his method forces the child to think. Some little effort, or application of mind, is required of him, and is extorted from him every moment. Instead of making a speech, the instructor has put a question; perhaps he has got no answer, but he is not beating the air, and his pains are not thrown away; if he has not shown his pupil that something has been asked of him to which he can make no reply, at least he has arrested his attention, and probably excited his curiosity, and made him perceive just in what place and instance he needs information; and therefore if he has not made a proselyte, he has got a hearer, and from such small beginnings greater results are soon to follow." Teachers should begin with that species of question to which a reply is most easy; the children may at first be allowed to answer from their books; they may afterwards be questioned with their books closed, and by degrees the examination may be made more minute and searching. The answers should not be repeated after them, but in case of indistinctness or inaccuracy they should be required again to repeat them. Above all, the application should be close and personal, so that they may feel its suitableness to their own case, and be led to act accordingly in future.

In addition to careful instruction of this kind daily from the Word of God, the scholars should be required to understand the principles of their faith and duty, as taught in the Catechism and the Liturgy of the Church. Teachers, in addition to requiring accuracy in answering the questions by rote, should explain the meaning of the terms employed, so as to make the teaching useful and intelligent. The Lord's Prayer and Creed may well form the subjects of several lessons, and each petition or article be compared and verified by reference to passages of Scripture. Archdeacon Sinclair's Catechism and Nicholl's Sunday Exercises on the Prayer Book will furnish abundant materials for the subject. In the case of the older

scholars, doctrinal instruction from the Articles may be deemed appropriate. The explanation of the chief festivals of the Church, as well as a brief insight into Church history, may also be attempted.

I have thus ventured to adopt this method of bringing the subject of religious instruction in elementary schools before the notice of managers and teachers, and I am in hopes that in proportion as they reflect upon it they will be led to perceive its extreme importance and utility. All education, to be effective in raising the character and improving the tone of society, must be based upon religion; and to render it so, the work must be commenced early, and must occupy a due share of the time and attention of those who are engaged in it. In proportion, therefore, as the clergy and teachers unite together for the active promotion of sound religious education, so may we expect to see the country rise in social and moral excellence. Let it be seen that the education given in our schools for the poor is a religious one, aiming not only at the promotion of mental, but also of permanent moral improvement, and then a blessing may be expected upon the work, and the effects will be visible in the elevation of feeling and character throughout all grades of society.

I have the honor to be, &c.

*To the Rev. H. Longueville Jones,
Her Majesty's Inspector of Schools, &c.*

(Signed) B. J. BINNA.

GENERAL REPORT, by *Her Majesty's Inspector of Schools*,
J. D. MORELL, Esq., A.M., on the BRITISH SCHOOLS, and the
WESLEYAN and other DENOMINATIONAL SCHOOLS, inspected
by him in the Year 1857.

MY LORDS,

January 1858.

THE past year has been in many respects an important one for the interests of popular education. The subject has occupied an unusually large share of public attention; on every hand a disposition has manifested itself to face the question with all its difficulties, and men of the most adverse opinions have been found co-operating and agreeing on the main points which the subject involves. The meetings which have been gathered together in London, Birmingham, and elsewhere, have brought the *wants* of the population in regard to instruction under general consideration, and many suggestions have been thrown out which may prove to be the seed of future effort and future advancement.

Past year an important one for education.

The evils which arise from *the want* of education become more and more obvious as additional light is thrown upon the subject in its different bearings. The fortunes of every country on the broad field of history are seen at length to depend greatly upon the mental enlightenment and moral energies of the people. Almost every portion of the surface of our globe has been the theatre of the *rise* and *fall* of nations; the one being the result of mental activity, public virtue, and vigour both in thought and action; the other flowing naturally from mental lassitude, moral degeneracy, and great popular delusions. It begins now to be felt, that there is no reason why our own country should prove any exception to the laws of *universal* history, and that no reasonable doubt can be entertained, but that *our* future position as a nation, whether progressive or declining, must really depend upon the extent to which a healthy activity and a sound moral tone is kept up amongst the people at large. But to what are we to look as the principal means of cultivating *intelligence* and *virtue* in the country except to the spread of a sound popular education? The question of education accordingly must come to be more and more regarded as one in which the whole future history of our country is really involved.

Every country's history bound up with its educational development.

The special evils arising from the want of education amongst the people are so manifold, that the general views just expressed

Special evils arising from want of education.

may be easily confirmed by many sad details. Amongst the most prominent of these evils are the following :—

1. Improvidence.

1. Improvidence.—The power of forethought forms one of the main distinctions between civilized and uncivilized life, and the exercise of it is absolutely necessary to secure prosperity. The want of proper mental training is *now* most strikingly seen amongst the great majority of our present labouring classes by their almost total neglect of this particular quality. Men engaged in the higher sphere of commercial or professional life are *obliged* to be provident ; they know that fluctuations are inevitable, and that the *success* of one period must strengthen them to sustain the shock of another. But the majority of the labouring classes are still content to live from hand to mouth ; and the remark is often made in the manufacturing districts, that those who receive the highest wages are usually the worst off when commercial reverses arrive. Hence, for want of *forethought*, we have multitudes, who might easily have made some provision against reverses, plunged suddenly into misery, beggary, and pauperism. No conceivable cure for this can be applied except *better education*. If forethought, thrift, carefulness, provision for the future contingencies of life, could be effectually inculcated on the people when young, the operation of the poor laws would soon be confined to the few inevitable instances of sickness, misfortune, and orphanage.

2. Inability to calculate.

2. The want of education shows itself again in the inability to calculate expenses and foresee the consequences of reckless living. The general well-being of a people depends mainly on the prudence and sagacity of individuals. When this fails, where there is no power of accommodating the means at their disposal with the family expenditure, difficulties soon arise ; these are followed by recklessness, and this again by moral and social degeneracy. Education is absolutely necessary to cultivate intelligence amongst the people at large of such a nature, that they can manage their resources accurately, lay them out to the best advantage, and foresee the consequences of bad economy.

3. Misapprehension of social relations.

3. Another evil is the misapprehension of social relations. Society is now formed mainly upon a politico-economic basis ; labour and capital are the two great wheels upon which it turns ; and it is of the highest moment that every individual should understand the relations of the one to the other. For want of this the commerce of the country is at this moment hampered and perplexed by so called *trades-unions*, which dictate often the most unreasonable terms to the capitalist, and subject the labourer not unfrequently to a kind of social slavery, at once detrimental to his own interests and to the

general well-being of the community. Ignorance, too, on this question leads every now and then to more extensive "strikes," and has been known in more cases than one to drive an important branch of industry entirely away from one quarter and transport it to another. Education, then, should teach the fundamental principles of social science, and thus enable a country to retain and develop its industry without struggles and disputes between classes, who are equally necessary to each other's prosperity.

4. Going again from the *social* to the moral side of the question, we find that want of education abandons vast masses of our population to the *necessity* of low and sensual enjoyments. I say the *necessity*, because all persons engaged in continuous labour require mental relaxation and refreshment. Where the mind is too contracted in its sphere of ideas to appreciate and enjoy innocent and rational amusement, nothing is left but to find it in stimulating the passions and pandering to the senses. Hence it is that all our large towns are beset at every turn with low taverns and places of vulgar amusement, where crowds collect together to find mental relaxation and shake off the weariness of the day's toil by drinking, smoking, and ribaldry of a most demoralising character. Laws are powerless to restrain this tendency. Even *temperance*, though it curbs many sore evils, yet *changes* rather than *eradicates* the propensity of animal indulgence. Mental cultivation *alone* can cut away the root of the evil, because it alone can open up the means of finding enjoyment in better and purer pursuits. Moreover, when moral and religious training are combined with intellectual development, the better path is not merely *opened*, but the duty of treading in it is armed with sanctions before which human nature cannot fail to bow so long as the conscience remains unseered and the springs of faith are not wholly dried up.

Equally necessary is it to the well-being of a country that the *middle classes* should be trained to fill aright their peculiar position in the community. Here are needed, beside what has already been mentioned, various other qualifications in order to ensure prosperity and progress. Thus, in commercial life, skill, foresight, prudence in business, and integrity in the conduct of affairs is demanded; in the arts we want men who have got an extensive acquaintance with the natural sciences, and who have cultivated the taste for what is correct and beautiful; in professional life a clear head and firm will are essential qualifications to success; in all cases a certain earnestness of purpose to fill *every station* aright, whatever it may be, is an indispensable condition for being useful to society at large. Hence *middle-class education* is as important

4. Love of sensual enjoyments.

Middle-class education also necessary to well-being of society.

as *primary education*, and the state of the community in point of national advancement will depend upon its being vigorously carried out more perhaps than upon any other single assignable cause.

These considerations naturally lead us to form an *ideal* of national education, which, though only a work of the imagination, yet is necessary in order to estimate the actual state of things *as they are*, by the light of what they *ought to be*. The first great requisite for every country is, that the means of mental enlightenment and moral training should be placed upon easy conditions in the hands of every individual in the community; the second is, that professional training should likewise be provided on similar terms *to all*, whatever their position may be in the social scale. Looking first to the lowest strata of society, every country requires a complete system of *primary* schools, which may carry the most important elements of human culture into every village, and hamlet, and suburb in the kingdom: for every human being that grows up ignorant and undisciplined is so far a savage, and detracts in his proportion from the general civilization of the whole country. These primary schools require to be of various grades, some *perfectly free*, for the poorest and most needy; some with a moderate fee, adapted to the circumstances of the working classes generally, and some of a still superior character, which may combine with elementary instruction such professional teaching as is adapted to artisans of a more skilled description. Next to these, *commercial* schools are required for the larger towns, in which the arts and sciences, the elements of mathematics, and the study of the modern languages, are introduced. These schools may be termed *professional*, in relation to the trading community, and should aim at giving exactly that kind of instruction and that kind of mental training which is necessary to fit a man for commercial life in its present prodigious development. Then next to these come the *high schools*, in which a complete classical and scientific education should be afforded, more particularly as a preparation for the advanced studies of the University. Such schools are required and ought to exist in all the larger towns of the kingdom. Lastly, the national universities should be open *to all* without religious distinctions, as being properly *scientific* and not *dogmatic* institutions; and should afford the highest culture which the country can supply at a cost which brings it within the resources of the whole mass of the *middle* as well as the *higher* classes.

With the whole country divided into educational districts, the wants of each district thoroughly investigated and supplied, the proper gradation of schools established, and the whole

Ideal of
national
education.

1. Free
schools
needed.
2. Schools
with moderate
fee.

3. Commercial
schools.

4. High
schools.

5. Universities
open to
all.

under such management and inspection as gives no room for indolence, neglect, or inefficiency, we should come at length to something approaching *the ideal* we might form of what a practical system of national education, in its main provisions, ought to be.

Several of the countries of Europe, in their general scheme of national education, approach somewhat near to this state of things. Thus, in Prussia, there is a primary school, established by order of Government, in every village in the kingdom, and a legal obligation imposed upon all the heads of families to send their children to be educated there or elsewhere. In all the smaller towns there are also superior schools for the mercantile population, and in all the larger towns gymnasia or classical high schools, preparatory to the universities. The population of Prussia is as nearly as possible the same as England, *i.e.*, about seventeen millions. To accommodate this population there are 25,000 primary schools, containing $2\frac{1}{2}$ million scholars; about 120 gymnasia, with above 30,000 pupils undergoing the highest classical education; and seven universities, open to *all* at the most moderate cost. The number of children in Prussia between the age of seven and fourteen is reckoned in round numbers at 3,000,000, thus leaving only a very small proportion of absentees to be accounted for from illness and other unavoidable causes.

Education
in Prussia.

In Great Britain, the number of children between eight and fifteen are reckoned at somewhat above four million, and of these only one million and three-quarters were found to be in schools of *any description* in March 1858, leaving *more than two million* absentees to be accounted for. Of those who do attend school, moreover, 42 per cent., it appears, attend in all less than one year; only 15 per cent. two years; and only 4 per cent. five years. Instead of having 25,000 primary schools under Government supervision, as in Prussia, there are in England only about 7,000; while the whole of the most important field of middle class education is almost entirely abandoned to the desultory results of the boarding-school system.

Education
in Great
Britain.

In drawing a parallel between the educational provisions of England and those European countries, like Prussia, where the educational institutions are so much in advance of our own, surprise is frequently expressed that a nation so advanced as our own *in other respects* should be so strikingly defective here. It only needs a very little consideration to account for this difference, and to diminish any uneasiness we may at first experience at seeing other countries so far ahead of our own in this most important point.

Defective-
ness of
primary edu-
cation in
England.

This ac-
counted for.

First of all, we must remember that popular education is after all but a question of *yesterday* in *any country whatever*. Although some few feeble efforts were made both in Europe and America during the last century to promote the education of the people, yet it is only since the long peace set in, about the year 1816, that the subject has claimed any large share of attention amongst the Governments of civilized nations. The Prussian law, just referred to, dates from about the year 1820; the education system of Holland from about the same period. The French law was introduced only in the year 1833; and the American system, which has now grown up into such large proportions, is not at all older than the European efforts above-mentioned. Popular education, therefore, is a subject, at the very best, *only in its infancy*, and cannot be expected to attain its majority in the few years only during which it has been seriously mooted and practically furthered.

English institutions peculiar.

English institutions, moreover, differ essentially from those of most other countries. In countries like France and Prussia, where the political constitutions actually existing are but of recent construction, it is a comparatively easy matter to attach a new piece of legislation to the scheme of government, and carry it out by the mere will of the sovereign; but in England we have institutions which are the growth of ages, which have developed themselves gradually, and which have been moulded by the spirit of the people. Here it is not so easy to introduce new elements into our social life, for the new does not readily combine with the old; and if laws are prematurely enforced, a clashing of interests is the result, which impedes the working of any experiment, which has not time to grow up so as to form part and parcel of the national habits.

Education must become part of our national growth.

This has been precisely the case with regard to popular education. The want of it, the desire for it, the absolute necessity of securing it, are felt and acknowledged on all hands; but *here* educational institutions, like all others, must be the work of *time*; they must be amalgamated with the rest of our social habits; they cannot work as a mere piece of state carpentry, but must be a portion of our *national growth*. It is true that we have to wait patiently while this process is going on; that we have to suffer the reproach of being the worst educated people in Europe, and that large masses of ignorance have to be left untouched and unreclaimed. But still it is best in the end that we should go on our own way, and that zeal for the rapid cure of our evils should not outrun the natural remedies; for as growth is better than carpentry, so we may cherish the full conviction that when national education does really become a part of our national

development, it will be better, more adapted to our condition, and more influential for good, than any hasty piece of legislation could have been, however perfect in theory or vigorous in execution. Thus, if by working more slowly, more surely, and more *nationally*, we can hope to realize in the end a system of education which shall be adapted to the spirit of the people, and call out their practical energies into full play, we shall not be so apt to murmur at our present deficiencies, or feel that we are running any danger of being *outstripped* by others in the march of civilization.

As far as can be judged by present appearances, popular education is, strictly speaking, in process of becoming national. With slight exceptions, the great mass of the people are either co-operating with it, or receiving benefit from it. The higher classes stand pretty generally in the relation of *patrons* to individual schools in their own locality; the clergy and ministers of different denominations throw their influence and their personal effort into the system as managers or advisers; the middle classes, to a large extent, are subscribers or members of local committees; many of the families immediately below these furnish pupil-teachers, and are thus brought into a position of direct personal interest with the primary schools; while, finally, the working classes are now reaping the benefit of a good healthy training for their children more or less throughout the whole country.

Education now in process of becoming national.

All this does not at all prove that the present system is likely to be the *final* one, or that constitutional changes or developments may not have to take place; but it shows us that the subject of education has taken hold of the mind and the heart of the people to a very large extent, and that it is not likely *now* to be relinquished before the school becomes an essential part of the social economy of our country.

So far, then, with regard to the *general aspect* of the education question in England. Looking into the details, and observing what has been done within these last ten years, no one, I think, ought to be dissatisfied at the progress which has been made, or at the *way* in which the foundations for future success have been laid. The pupil-teacher system, interworking as it does with the normal schools, has availed to create a perpetual supply to teachers, equal in general education and ability to what can be found in any other country; and when we consider that some 1,500 of them are sent out *annually* into the country, furnished with some six or seven years' experience and training, and duly certified after an examination of by no means a too easy description, it must be evident that the general scale of primary teaching must be very much on the ascendant.

Satisfactory progress has been made.

Pupil-teacher system.

Advantages
arising from
development
of a few good
schools.

One great advantage arising from this improvement is that the distinction between the educated and the uneducated is becoming more marked and distinctive. When the primary school was in fact a mere apology for education, the scholars, when turned out upon society, were hardly distinguishable from those who had not had any education at all. Hence the whole question fell into discredit, and many retained their old opinions as to the uselessness of any attempt at general instruction through the country. The distinction, however, between the trained and the untrained youth, under the present methods of instruction, is too obvious to be ignored any longer. Ignorance thus runs in danger of becoming a *standing reproach*, and the very lowest classes of society will have soon to resort to the schoolmaster in self-defence.

Examples of
meritorious
schools.

I have on some former occasions pointed out individual schools where a peculiar degree of excellency has been attained, and where the scholars, if they only remain long enough, acquire mental habits as well as practical capacities that may fit them for any station in life to which their personal energies may chance to elevate them. As an example of a *factory school* of this character I mentioned the British school at Lees, near Oldham. As examples of whole-time schools which have obtained peculiar excellence, I particularised in my last report the new church schools at Manchester, and the British school in Warrington. It is not to be supposed, however, that these stand *alone* in the rank to which I have assigned them, or that either of them could claim to be placed in a *higher category* than some others which I shall take occasion from time to time to point out as opportunity offers.

British
school,
Stockport.

Amongst these I consider the British school at Stockport to be amongst the most signal instances of success, and as presenting one of the most remarkable examples of that *advanced* style of primary education which is now being realized under the influence of modern improvements. The foundations of success in the present instance were laid by the indefatigable efforts of the former teacher, Mr. Curtis, who has since been removed to the British and Foreign normal school in London. This fact, however, is far from derogating in any degree from the credit of the present teacher; as nothing perhaps is more difficult or more *testing* to a man's capacities than to fill the place of a first-rate master who relinquishes his school while in the highest tide of success, and with all the prestige of well-tried popularity, and I am bound to say in this instance that no diminution has been perceptible in the excellence or efficiency of the whole institution. The buildings consist of three separate rooms: a main school-room, which is appropriated to what may be termed *the middle of the school*, and two large

Buildings,
&c.

class-rooms, one for the elder scholars, and the other for the little ones. Boys and girls are mixed together according to their progress through all the sections, and each section (of which there are seven) forms as it were a separate school of itself, although representing a definite step in the whole process of instruction marked out.

To give a general view of the plan of study, I subjoin the syllabus of each section:—

Plan of study.

TIME TABLES.

First Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	{ Examination of Home Lessons. }	Reading -	Writing -	Arithmetic -	Dismissal.
Tuesday -		Ditto -	French -	Algebra -	Ditto.
Wednesday -		Natural Philosophy.	Writing -	Arithmetic -	Ditto.
Thursday -		Scripture Hist.	French -	Algebra -	Ditto.
Friday -		Reading -	Writing -	Mensuration -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.15	4.15 to 5.
Monday -	Grammar -	Drawing -	Etymology -	Dictation of Home Lessons.	Mental Arithmetic.
Tuesday -	Writing -	English Hist.	Arithmetic -	Ditto -	Analysis.
Wednesday -	Dictation -	Vocal Music -	English Hist.	Ditto -	Grammar.
Thursday -	Writing -	Arithmetic -	Geography -	Ditto -	Mental Arithmetic.
Friday -	Grammar -	Dictation -	English Hist.	Ditto -	Geography.

Second Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	{ Examination of Home Lessons. }	Writing -	Grammar -	Arithmetic -	Dismissal.
Tuesday -		Ditto -	Dictation -	Ditto -	Ditto.
Wednesday -		Ditto -	Grammar -	Ditto -	Ditto.
Thursday -		Ditto -	Dictation -	Ditto -	Ditto.
Friday -		Ditto -	Reading -	Ditto -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.15.	4.15 to 5.
Monday -	Writing -	Reading -	Mental Arithmetic.	Giving out Home Lessons.	Geography.
Tuesday -	Reading -	Drawing -	Grammar -	Ditto -	Mental Arithmetic.
Wednesday -	Reading -	Grammar -	Geography -	Ditto -	Ditto.
Thursday -	Reading -	Geography -	Mental Arithmetic.	Ditto -	Grammar.
Friday -	Writing -	Drawing -	Dictation -	Ditto -	Geography.

Third Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30
Monday -	{ Examination of Home Lessons. }	Writing -	Analysis -	Arithmetic -	Dismissal.
Tuesday -		Ditto -	Reading -	Ditto -	Ditto.
Wednesday -		Ditto -	Analysis -	Ditto -	Ditto.
Thursday -		Ditto -	Reading -	Ditto -	Ditto.
Friday -		Ditto -	Analysis -	Ditto -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.30.	4.30 to 5.
Monday -	Reading -	Writing -	Grammar -	Dictation of Home Lessons.	Geography.
Tuesday -	Grammar -	Drawing -	Arithmetic -	Ditto -	Mental Arithmetic.
Wednesday -	Reading -	Writing -	Grammar -	Ditto -	Geography.
Thursday -	Grammar -	Drawing -	Arithmetic -	Ditto -	Mental Arithmetic.
Friday -	Reading -	Writing -	Grammar -	Ditto -	Geography.

Fourth Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	{ Examination of Home Lessons. }	Reading -	Arithmetic -	Writing -	Dismissal.
Tuesday -		Arithmetic -	Reading -	Arithmetic -	Ditto.
Wednesday -		Reading -	Arithmetic -	Writing -	Ditto.
Thursday -		Arithmetic -	Reading -	Arithmetic -	Ditto.
Friday -		Reading -	Arithmetic -	Writing -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.30.	4.30 to 5.
Monday -	Writing -	Geography -	Dictation -	Dictation of Home Lessons.	Reading.
Tuesday -	Ditto -	Grammar -	Ditto -	Ditto -	Mental Arithmetic.
Wednesday -	Ditto -	Geography -	Ditto -	Ditto -	Ditto.
Thursday -	Ditto -	Grammar -	Ditto -	Ditto -	Ditto.
Friday -	Ditto -	Geography -	Ditto -	Ditto -	Reading.

Fifth Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	{ Examination of Home Lessons. }	Writing -	Reading -	Arithmetic -	Dismissal.
Tuesday -		Ditto -	Ditto -	Ditto -	Ditto.
Wednesday -		Ditto -	Ditto -	Ditto -	Ditto.
Thursday -		Ditto -	Ditto -	Ditto -	Ditto.
Friday -		Ditto -	Ditto -	Ditto -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.30.	4.30 to 5.
Monday -	Dictation -	Reading -	Geography -	Dictation of Home Lessons.	Mental Arithmetic.
Tuesday -	Ditto -	Ditto -	Grammar -	Ditto -	Ditto.
Wednesday -	Ditto -	Ditto -	Geography -	Ditto -	Ditto.
Thursday -	Ditto -	Ditto -	Grammar -	Ditto -	Ditto.
Friday -	Ditto -	Ditto -	Geography -	Ditto -	Ditto.

Sixth Section.

Morning -	9.15 to 10.	10 to 10.45.	10.45 to 11.30.	11.30 to 12.15.	12.15 to 12.30.
Monday -	{ Examination of Home Lessons. }	Arithmetic -	Reading -	Writing -	Dismissal.
Tuesday -		Ditto -	Ditto -	Ditto -	Ditto.
Wednesday -		Ditto -	Ditto -	Ditto -	Ditto.
Thursday -		Ditto -	Ditto -	Ditto -	Ditto.
Friday -		Ditto -	Ditto -	Ditto -	Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4 to 4.30.	4.30 to 5.
Monday -	Writing -	Reading -	Dictation -	Dictation of Home Lessons.	Tables.
Tuesday -	Ditto -	Ditto -	Ditto -	Ditto -	Ditto.
Wednesday -	Ditto -	Ditto -	Ditto -	Ditto -	Ditto.
Thursday -	Ditto -	Ditto -	Ditto -	Ditto -	Ditto.
Friday -	Ditto -	Ditto -	Ditto -	Ditto -	Ditto.

Seventh Section.

Morning -	9.15 to 9.45.	9.45 to 10.30.	10.30 to 11.15.	11.15 to 12.
Monday -	{ Examination of Home Lessons. }	Reading -	{ Playground & Writing, or Gallery Less. }	Reading.
Tuesday -		Ditto -		Ditto.
Wednesday -		Ditto -		Ditto.
Thursday -		Ditto -		Ditto.
Friday -		Ditto -		Ditto.
Afternoon -	1.45 to 2.30.	2.30 to 3.15.	3.15 to 4.	4.
Monday -	{ Arithmetic and Tables. }	{ Playground and Singing, or Gallery Lesson. }	Reading -	Dismissal.
Tuesday -			Ditto -	Ditto.
Wednesday -			Ditto -	Ditto.
Thursday -			Ditto -	Ditto.
Friday -			Ditto -	Ditto.

One of the most distinctive points here noticeable is, the large amount of stress which is laid upon *home lessons*. They form part of the routine of each class, from the highest to the lowest; a special season is devoted every afternoon to give them out for the next day, and three-quarters of an hour every morning is given to the work of revising and correcting them. Generally speaking, in proportion as schools become more advanced, there is a pretty steady tendency to attach more and more importance to the preparation of lessons *at home*. Not only is a large amount of mental activity thus created over and above the labour of the school, but the scholar by working *alone* acquires habits of mental independence, which is a most essential part of his real education. I regard it, therefore, as one indubitable mark of excellency where a well-organized system of home lessons is adopted and thoroughly carried out in a school.

Another point to which I might refer in relation to this school is the correct graduation of the classes. I might almost say, that the prime difference between a good and a bad school lies in the gradations of progress visible throughout the whole, as you ascend from one section to another. It is a grand weakness, which I have often to experience in the course of my inspection, that the children forming the *first class* can make a very decent appearance; while the moment you go one step below them, you seem to be stepping *at once* into mental darkness and confusion. The aggregate excellency of a school consists in the combined excellency of *every part*, and it is only when each class is in its proportion *equally well* taught and *equally well* advanced that real efficiency is or can be secured. Eminently is this the case in the school to which I am now referring; so much so that if a child passes only through *two* or *three* of the lower sections and then leaves, still it must have experienced a mental training, and acquired a facility in elementary subjects, which may always prove the starting point of self-improvement in the future.

There are no particular subjects in the above programme to which it is worth while to refer as presenting any peculiar degree of excellency in the mode of treatment above the rest. Every point which appears there is taken up successively with great care and vigour; and whether we regard the neatness and accuracy with which the writing and all the other mechanical parts of the school routine are performed, or the fluency of the reading down almost to the lowest section, or the mental activity attained in connexion with the higher subjects of instruction, all alike betoken a determination on the part of the teacher to do everything, as far as it is done *at all*, usefully and successfully. Some attempt has been made

to introduce *French* into the routine of the highest section, and some progress has been made in the elementary parts of the language, but no special advantage, as far as I see, has as yet resulted from it. Vocal music is cultivated with a good deal of success; and drawing, under a properly certificated teacher, is beginning to receive a greater share of attention. Altogether the school presents something like a model in order, method, and plan of instruction for the education of the children of the *better class* of artisans and skilled operatives; and any boy going through the whole process of instruction there realized is fitted to make his way upwards, even in fields of action where quickness, intelligence, and practical ability are absolutely needed.

British
school,
Droylesden.

Another school which, in its adaptation to the neighbourhood, may be said to have attained almost a typical character, is the British school at Droylesden. The class of children attending here is a degree lower in the social scale than those in the Stockport school; and there is also a considerable *half-time* element to contend with. To counterbance this, there is an excellent infant school attached, in which a large number of the scholars are well-trained and well-drilled in the elements of reading, &c., before they enter the upper school. To this probably is owing the remarkable fact, that out of 280 children of the average age usually found in primary schools, 240 were reading books of general information at my last visit, and nearly all of these with considerable fluency and expression. The success attending the reading here shows us what may be done in this department, where infant and juvenile schools work properly together, and where a certain amount of regular attendance is *enforced* or otherwise *secured*.

Arithmetic.

The arithmetical department, moreover, is perhaps fully equal to the reading, for in very few cases have I seen as large a proportion of children working varied calculations with so much rapidity and accuracy conjoined, whether by the slate or by purely mental operations. The mechanical portions of the school work too are quite of a similar character; indeed I have found it difficult by the most careful comparison to decide between the claims of this school, the British school, Stockport, and the two I mentioned in my last year's report, namely, Peter Street, Manchester, and the British school, Warrington, in relation to excellence in writing and neatness and accuracy in dictation. Neither are the more advanced subjects of instruction neglected, while so much accuracy is being attained in the lower branches. The parsing and analysis in the first division is highly creditable; while some knowledge of the elements of grammar is carried progressively downwards even to the lowest sections. The

Mechanical
portions of
the school
work.

Higher
branches.

geography and history are also carried on with spirit; the former all through the schools, and the latter through the three higher sections. Some attention is paid also both to music and drawing. Such a school in the midst of a large factory population in the outskirts of Manchester speaks volumes on behalf of the future intelligence of the working population now rising up in these districts, who will certainly in the course of future years contrast very strikingly with those masses of ignorance which have hitherto been the shame and the sorrow of our country.

The Bridge Street Wesleyan school in Bolton, in point of numbers and arrangement, is almost an exact parallel to the British school, Droylesden. Here also the attendance was 280 on the day of inspection; and here too there is an infant school, supplementary to the other. In other respects, however, there is a considerable *contrast* between them, which I mention the rather because it is well to see how the best results may be obtained by different methods according to the varied individuality of the teacher. In the Stockport and Droylesden schools *equally*, the order is *rigid*; the discipline maintained with the utmost exactitude; the spirit pervading the whole of the classes one in which subordination, carefulness, and systematic attention are steadily *enforced*, not harshly indeed, but with stringent regularity; and the result of all this is seen in the *uniform progress* of the children through all the classes, and in the mechanical perfection of the details. In the school I am now referring to, a different system is pursued. The order, at least in appearance, is not so strict; the mechanical details are not so perfect; the gradations from class to class not so uniform. But in place of this there is a peculiarly friendly relation established between the teacher and the children, which, while it does not interfere with the necessity of *his will* being the law of the whole school, puts less restraint on the pupils, and renders their mental development more free and natural. Hence, while on the one hand you have perhaps less *measurable* progress, you secure more personal influence, more action upon the feelings and dispositions of the mass of the scholars, and probably more direct moral effect. It were useless to compare these two systems of management as being the one either better or worse than the other. They depend *wholly* upon the nature of the teachers, each one of whom will best succeed by following out the method to which his disposition and experience most naturally lead him.

I had intended to have devoted a special paragraph to the Lower Moseley Street boys' school, as being one of those which has been for many years past most steadily, most uniformly, and most efficiently performing its functions as an educating instrument to the children of the surrounding popu-

Bridge St.
W.S., Bolton.

Two modes
of discipline
contrasted.

Lower Mose-
ley Street
school.

lation. I regret that the death of the master, Mr. Curtis, to whom the large measure of efficiency here attained was mainly owing, has clouded the pleasure I should have felt in bearing a special tribute to his high qualities as a teacher, and his worth as a man. His school was amongst the earliest in Manchester which embraced the advantages held out by the Minutes of the Committee of Council, and nowhere was the system introduced by them worked out with more conscientious zeal or more uniform efficiency. May many of the younger teachers copy his example!

Pupil-
teachers.

I am happy to be able to speak highly of the general character, diligence, and progress of the pupil-teachers. Considering how many young people, collected from the most varied conditions of life, are now combined in this occupation, the number of those who fail from want of either character or mental ability is extremely small, and speaks well for the care with which the plan is carried out in the large majority of the schools to which they are apprenticed.

Where im-
provement
may yet be
made.

Although there has been a great improvement in the average excellence with which they have performed the annual examinations, yet still considerable improvement might be made in a large number of instances on this head. The alteration of the "broad sheet," and the better arrangement of the subjects of examination, will, it is hoped, lead to the best results; so that while the *quantity* of matter propounded for each year is considerably curtailed, the *quality* of the examination papers may become proportionally higher. Teachers, it is to be hoped, will all remember that we are as yet but in the infancy of our educational system, and that upon their zeal and activity will greatly depend the power which the country possesses of carrying it out more and more to perfection. The development of the system, moreover, will not be indicated or probably accompanied by any great extension of the *subjects of instruction*, but rather by the greater perfection of the plans for elementary instruction,—the acquisition on the part of teachers of greater personal influence over the minds of the scholars—the increase of the power of moral discipline—and the training of the child to such habits of life as to draw a broad distinction, palpable to all, between the educated and the uneducated portion of the community. To accomplish this we do not need advanced subjects of study, but rather *thoroughness* in all the elementary methods of instruction and discipline, and anything which furthers this will so far further the whole design of national education.

I have the honor to be, &c.

To the Right Honorable

The Lords of the Committee of Council on Education.

J. D. MORELL.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY J. D. MORELL, Esq.

SUMMARY a.
Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										Number of Certificated Teachers.	Number of Pupil-Teachers.
		No. of Schools, i.e., institutions held in separate buildings, and separ- ately man- aged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommoda- tion is provided, at 8 square feet of superficial area per Child.		
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	142	41	35	35	30	16,461	10,455	16,164	9,850	41,524	150	508	
Simple Inspection	1	—	—	—	1	35	38	68	27	132	—	—	

Per-centage of Children on School Registers

(1).—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	5'19	7'26	8'78	10'8	11'24	11'97	11'98	11'49	9'67	6'78	8'12	1'73
Simple Inspection	1'07	2'15	8'8	7'53	9'68	13'98	5'38	16'15	20'48	12'9	2'15	—

(2).—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	47'04	23'97	16'13	8'46	5'2	3'2
Simple Inspection	12'9	35'81	15'05	16'13	12'9	17'21

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 167 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading . . .	165	1	161	1	4	—	—	—
Writing . . .	164	1	156	—	8	1	—	—
Arithmetic . . .	163	1	152	1	11	—	—	—
Geography . . .	163	—	141	—	22	—	—	—
Grammar . . .	162	—	116	—	45	—	—	—
History . . .	89	—	81	—	8	—	—	—
Made from Notes . . .	30	—	28	—	2	—	—	—
Drawing . . .	43	—	46	—	2	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

'Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly. Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	
Annual Grants .	196	3	1	102	7	-	190	9	-	192	4	3	189	9	1	196	3	-	179	3	-
Simple Inspection	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 139 (Annual Grants + 1 (Simple Inspection) = 140* of the Schools enumerated in Summary a.					Average Income per Scholar in Attendance†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Fence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 814 14 8	£ s. d. 6,509 10 1	£ s. d. 13,155 0 5	£ s. d. 1,563 6 10	£ s. d. 21,602 11 7	£ s. d. 0 16 7
Simple Inspection	—	20 7 0	20 5 0	—	40 12 0	0 13 6

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 139 (Annual Grants) + 1 (Simple Inspection) = 140* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscella- neous.	TOTAL.		
Annual Grants .	£ s. d. 15,695 0 10	£ s. d. 1,723 4 4	£ s. d. 5,181 5 0	£ s. d. 22,599 10 2	£ s. d. 0 17 4	25,004
Simple Inspection	41 16 0	—	—	41 16 0	0 13 11	00

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emolu- ments (including Government Grants and all professional sources of income) .	Annual Grants .	£ s. d. 110 19 9	£ s. d. 77 2 6	£ s. d. 72 1 6	£ s. d. 36 9 7	£ s. d. 61 10 6	£ s. d. 41 9 5
	Simple Inspection	—	41 16 0	—	—	—	—
Number on which average is taken .	Annual Grants .	98	21	30	18	22	11
	Simple Inspection	—	1	—	—	—	—
Number provided with house or rent-free .	Annual Grants .	26	7	3	—	2	—
	Simple Inspection	—	1	—	—	—	—

* The number of schools inspected during the year was 143; but from 3 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total. Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	181	30,753	12'85	37'2	24'64	13'63	7'19
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, by *Her Majesty's Inspector of Schools*,
MATTHEW ARNOLD, Esq., M.A., on the *BRITISH SCHOOLS*,
and the *WESLEYAN and other DENOMINATIONAL SCHOOLS*,
inspected by him in the Year 1857.

MY LORDS.

London, January 1858.

I HAVE the honor to present to your Lordships my
General Report for the past year.

Further reduction of district.

Since the date of my last report, a further contraction has taken place in the limits of my district. This district, which at my first appointment extended from Milford Haven to the Humber, has been altered by successive substitutions and reductions, until it now consists only of the counties of Middlesex, Kent, Essex, Hertford, Buckingham, Oxford, and Berks. The appointment of two additional Inspectors in the spring of the year just ended, by which your Lordships have kindly lightened a pressure of business which was becoming excessive, has relieved me of the charge of schools in a number of the midland counties at a considerable distance from London, and has added to my district one county only, and that bordering on Middlesex, the county of Berks.

Consequences of such reduction. Two classes of schools hitherto unvisited;

In consequence of the relief thus afforded, I hope to be able now to visit the greater number of schools liable to inspection in my district, whether they are in receipt of annual grants or not. The schools receiving annual grants, to the inspection of which, the payment of these grants depending on the Inspector's visit, it is always necessary to give the preference, have hitherto occupied the whole of my official year. But there are many other schools in my district liable to inspection, in virtue of aid afforded at some former time by the Committee of Council. Of such schools there are two classes; one, in which the managers are averse to connexion with Government, either because the views of the original managers have, on this subject, undergone a change, or because a new composition of the school-committee has placed the original managers in a minority; another, in which the managers are uninformed with respect to the aid now offered by the Committee of Council, and are too indifferent, or, as often happens, too busy, to seek information on this point for themselves.

1. Schools whose managers are ignorant or indifferent with respect to operations of

Of these two classes of schools, the latter may evidently be reached, since it is want of information, and not want of confidence, which separates the managers from the Committee of Council. With the former class it is different. Where it

has been ascertained that it is positive hostility to what they call the principle of state-connexion, which keeps managers aloof from your Lordships, I am of opinion that no advantage is gained by the inspection of their schools, exercised as a right, and in opposition to their wishes. The right arises, they think, out of a consent on their parts, either originally not fully intended by them, or at first fully intended and freely given, but now regretted; and the exercise of it awakens in them irritation. However devoid of a rational basis their hostility may be, inspection depends, for the advantage to be derived from it, so entirely on a friendly and cordial co-operation between the managers and the Inspector, that it is vain to expect any benefit, where its exercise awakens feelings which make hearty co-operation impossible.

Committee of Council:
2. Schools whose managers are hostile to principle of state-connexion.

No advantage to be derived from exercise of right of inspection over latter.

To the other and more accessible class belong especially schools in the country and in somewhat remote situations. My experience has hitherto lain chiefly among schools in towns; on this account, I look forward with pleasure to the opportunity of becoming better acquainted with another class of schools, the state of which must always form a most important element in our calculations, when we attempt to estimate the general condition of elementary education. From what I have thus far seen of them, it strikes me that in the circumstances of this class of schools lies the main obstacle to the success, either of a purely voluntary system of education, or of a system like the present, combining state-aid with voluntary local contribution. The promoters of these country schools are often both few in number and far from wealthy; the funds which they can raise, therefore, even though they may tax themselves severely, are far from considerable; and the more inconsiderable are their own means, the more inconsiderable becomes the assistance which they receive from the state. For their poverty renders them unable to perform the all-important first step, to engage a well-trained teacher; the indispensable requisite to enable them to obtain an efficient school; the indispensable requisite, also, to enable them to obtain Government aid. Here, then, may be seen the real pressure, the real financial difficulty, which is comparatively absent in the schools under my inspection in towns; for the town schools have not only in general a wealthier body of supporters to appeal to, but this body can at any time be considerably enlarged by a resolute and persevering exertion. But in country districts the body of contributors is in all cases necessarily limited; it is generally—in the case of schools not connected with the Church of England, and deprived, therefore, of the aid of the clergyman and the squire—a body far from wealthy. Such a body of school-managers often invite inspection

Instruction to be derived from acquaintance with condition of former.

Their difficulties.

tion in the hope of obtaining a preliminary aid towards the payment of an efficient teacher's salary, which no form of aid at present sanctioned by the Minutes of the Committee of Council can supply; and in their extreme difficulty, and in their vexation at finding no provision whereby assistance from Government can reach them, their language is often that of bitter disappointment. "We have overcome," they say, "for the sake of the wants of our ill-provided neighbourhood, the prejudices against state-connexion in which we were reared, and after we have made this sacrifice of feeling, and have admitted Government interference, we find the Government refusing to help us, and reserving all its help for those who, far more than we, can help themselves."

Dissatisfaction of their managers under these difficulties.

The Government not answerable for them.

They forget, nor would it much console them to remember, that it is in great measure to their own jealousy, to their own past and now confessed prejudices, that their difficulty is attributable. Such an assistance as they demand amounts, in fact, very nearly to the maintenance and support of their school at the expense of the state. The state would contribute the bulk of the funds, and they would contribute the management. The principle of a school system reposing on voluntary local effort is thus abandoned. But what has hitherto made it impossible for the Government in this country to found a national system of education? The loudly-avowed preference for a system of voluntary local effort. And had the Government been inclined to offer an entire support to those schools which should demand it, what would have rendered such a course difficult or impossible? The outcry that voluntary effort on the part of self-supporting and independent schools was to be swamped by the competition of schools maintained by the state. Only one way, therefore, was left open by which the state might, in part, remedy the short-comings of voluntary effort, and that was by affording its aid only in correspondence with voluntary contribution. Thus schools were to depend for their *existence* upon themselves, and only for a *higher development of their efficiency* were they to depend upon the Government. Even this arrangement has been accused of injustice to independent schools, by unfairly placing them in competition with schools improved and highly developed through Government aid. What would have been said of an arrangement which not only improved and developed such competing schools, but actually founded them and maintained them in existence?

Present system forced upon Government.

Under present system difficulties of certain class of schools inevitable.

It is, however, certain, that the present arrangement, imposed as it has been on the Government by the necessity of circumstances, and rendering as it has rendered all the benefit possible under those circumstances, fails to assist certain schools

which stand greatly in need of assistance. Professing as it does to improve the quality rather than to increase the quantity of elementary schools, it is most sufficient and successful in large towns and populous neighbourhoods. In these principally I had, until lately, witnessed its operation, and by its success in these I had been profoundly impressed; for here it is, above all, the *quality* of elementary education which needs improvement. On becoming more acquainted with its operation in poorer and more thinly peopled districts, I cannot but be impressed with the conviction, that its adequacy is here no longer the same; for here it is the increase in the *quantity* of education, it is the very establishment and maintenance of schools, which is in many cases the thing required.

The high rate of payment which the services of a trained teacher now command forms the obstacle, in the case of schools of the poor class just mentioned, to their acquisition of such a teacher, and, therefore, to their participation in your Lordships' grants. To improve the position of the teacher in respect of his salary as well as in other respects, has been a constant endeavour of your Lordships, and that this endeavour has been crowned with success is a public benefit. The formation of a class of *principal teachers* paid at a low rate is by no means to be desired; and, therefore, while I lament the difficulty in which their inability to pay a high salary to a teacher places the managers of certain poor schools, I should be sorry to see that difficulty removed by any change which lowered the present standard of *principal teachers'* salaries.

For the wants of these schools, therefore, it is not easy, under the present system, to suggest a provision; there is, however, in the higher class of schools under my inspection, a want which is at this moment strongly felt, and to which it lies, I think, in your Lordships' power in some degree to afford relief. In this higher class of schools there is a great and growing demand for regularly trained *secondary* or *assistant teachers*, which is at present most inadequately supplied. Such teachers would be employed under the supervision of the principal teacher, whose salary would remain at the present rate; but the richest body of school-managers is generally unable, even were it desirous, to pay the assistant at the same rate as the principal. But the increase in the number of schools aided by your Lordships, and requiring trained teachers, is at present so rapid, that it still fully keeps pace with, or even outstrips, the supply of such teachers; a student in a training school, therefore, after he has finished the shortest period of training which is permitted, finds no difficulty in at once obtaining his appointment to an elementary school at a principal teacher's salary. There is not at present left, after

Undesirableness of relieving this class by formation of a body of lower-paid *principal teachers*.

Wants of another class of schools. Desirableness of relieving these by formation of a body of certificated *secondary teachers*.

the existing elementary schools have been provided with principal teachers, any class of students unprovided for, and willing, therefore, to accept a less remunerative, although, for them, more instructive and more improving employment.

Formation of such body beneficial alike for schools and students.

For not merely is the teacher of a large and important school greatly benefited by the service of a highly trained student, infinitely superior in training, information, and authority, not alone to the class of pupil-teachers, but also to the class of assistants established by your Lordships' Minute of July 1852, but the student, too, on his side, may be greatly benefited by such service. Under the successful and experienced teacher of a large and thriving school he may learn what the training school cannot teach him, what his own experience can only teach him slowly and after many mistakes—the practical methods by which great schools are made and kept thriving. It is well worth his while for the sake of such knowledge, for the sake of learning, in a good practical school, how to manage children, how to deal with parents and managers—it is well worth his while, in consideration of such advantages, to content himself for a year or two with a somewhat lower salary.

Its formation at no distant period probable.

The time will no doubt arrive when the present extension of the pupil-teacher system will bear its natural fruits, and when, after all the principal-teacherships of elementary schools are occupied, there will yet remain year by year a considerable class of students not posted as principals, and willing, therefore, as in Holland and Prussia, to begin their career as assistants; but this period has not yet arrived. Its arrival will greatly benefit elementary schools, and will benefit in a scarcely less important degree the trained students also. Even under the present circumstances, I have been greatly struck with the keen and just sense which I have found existing among the students themselves of the advantage to be derived from serving for a certain period under an experienced master in a formed and successful school; more than one student has expressed to me his readiness to forego the higher rate of salary which he might obtain as a principal teacher, for the sake of obtaining this invaluable experience as an assistant. At present, however, it is only in a school of the very first order, and offering, therefore, to the student the most extraordinary advantages as a place of practical training, that I feel warranted in urging him to accept an engagement as assistant, to the temporary detriment of his condition as respects salary. Indeed the authorities of the training schools would at present be opposed to any extensive employment of their trained students as assistants; for not only are they naturally unwilling to allow them to forfeit the tangible benefit of the best-paid situations offered, but they

cannot leave the schools in connexion with them without principal teachers, which they would do if they now diverted to other employment any considerable portion of their yearly supply of students.

It is desirable, however, and I am sure your Lordships will feel it to be desirable, to encourage as much as possible among the managers of schools their growing wish for this highly trained and efficient class of assistants; this only aid which can considerably lighten the labours of a chief teacher, or enable him to feel really at ease with respect to the management of those parts of his school which are not for the moment under his own personal tuition and superintendence. Perhaps it might be possible for your Lordships to promote this useful disposition on the part of managers by relaxing your regulations with respect to augmentation grants, so far as not to require, as a condition of payment of the assistant's augmentation grant, that corresponding amount of voluntary contribution on the part of the managers which is required for the payment of the augmentation grant of the chief teacher. If your Lordships could accept in each single school *one* fulfilment of your condition—its fulfilment in respect of the principal teacher—as sufficient to carry the payment of *all* augmentation grants in that school, a step would be gained towards the desirable object of rendering easier, and in due time more general, the employment of certificated assistants.

Mode by which Government might, even at present, facilitate employment of certificated secondary teachers.

It is impossible that the place of such assistants can ever be adequately supplied by pupil-teachers; yet in these, as far as regards the general rate of their instruction and efficiency, I can observe a marked and most satisfactory improvement. There are now never presented to me such candidates as those who were some years ago, not only presented, but, in default of better, necessarily admitted. I have now never, or very rarely, in reviewing year by year the examination papers of actual apprentices, to exercise that indulgence in order to let them pass as entitling their writers to the receipt of their stipend, which I had often to exercise at my first appointment. But I find it increasingly difficult in the schools under my inspection in London to obtain boys in sufficient number as candidates for apprenticeship. Those who are obtained are generally well qualified; but the difficulty is to obtain them at all. There is not the same difficulty with respect to girls; their labour being less valuable, and the field of employment open to them less wide, it is easy to obtain girls in sufficient number as apprentices. But in London the class of boys from whom apprentices for the schools which I inspect are usually taken, can earn so much, and can earn it so young, and in so many ways, that I find their parents

Pupil-teachers. Improvement in these as a body.

Difficulty of obtaining, in London schools, male candidates for apprenticeship.

unwilling to permit their engagement as pupil-teachers at the present rates of remuneration. In some schools the liberality of the managers has provided the means of meeting this difficulty. By devoting a certain portion of the capitation grant to the augmentation of the stipends of male apprentices, they are enabled to offer a remuneration quite equal to the market value of a boy's services, and quite sufficient to overcome the disinclination of his parents to his engagement. But the schools, in which the liberality or the wealth of the managers is so great as to render such an application of the capitation grant possible, are not numerous, and, in all but these few, the difficulty of which I have spoken is severely felt. It is no doubt often true, that a boy by accepting the situation of pupil-teacher gains a training which enables him to occupy at the age of twenty-one a higher and a more lucrative position than that to which other employment would have conducted him; that, by taking less money now, he is in fact, enabling himself to obtain more money hereafter; but to look forward in this manner is seldom, in the class of society from which apprentices are taken, the habit or the inclination either of boys or parents.

Infant departments to British schools.

I find, I am glad to say, the committees of British schools becoming more and more alive to the importance of the establishment of infant schools; more and more disposed to admit the undoubted truth, that the admission to their institutions of the older children of a family makes it incumbent upon them to make some provision for the education of the younger; to admit, further, that this education needs a separate methodized system of its own, and that the presence of a large body of infants in an ill-taught and ill-trained mass, at the bottom of their older schools, inflicts injury on the whole school, and not merely on the infants themselves. The Wesleyans continue and extend their activity in the establishment of infant schools; that department of elementary education in which they have already done so much, and with such happy results. With the organization of their older schools, of which subject I spoke in my last report, I cannot say that I am yet quite satisfied; they seem to me by no means to have yet perfectly adapted to their new system of fittings their mode of arranging their scholars. With groups of desks of the best kind, and arranged in the best order, Wesleyan school-rooms still too frequently present the spectacle of bodies of children arranged in no correspondence whatever with their groups of desks. Desks, floor, and gallery seem to be all irregularly used, and the result is, an entire want of symmetry in the aspect of the school-room arrangements. The higher divisions are often very large, while the lower divisions are very small; whereas the right method is

Good infant-school system of Wesleyans.

Defective organisation of some of their older schools.

rather, if there must be inequality in the divisions, to make the higher divisions small and the lower divisions large; since the collective methods which large divisions necessitate can be more advantageously applied to the instruction of very young than to that of older children. As it is, the Wesleyan schools, with a far better system of fittings than British schools, often present examples of far inferior organization. Yet the school-rooms of the senior and junior practising schools at Westminster, and of the girls' school, offer models of school-arrangement, and suggest models of school-organization, of which I should be glad to see every large Wesleyan school in the country take advantage.

The improvement and renovation of the schools under my inspection in London and its neighbourhood—an improvement which in my last report to your Lordships I stated to be commenced—has been unremittingly carried forward during the past year. Several new schools have been added to the number of those already under inspection; two of these, the school established by the Wesleyans in the New North Road, and that established by the Presbyterian congregation at Woolwich, already rank among the most important institutions in my district, from the scale on which they are founded, and from the energy and success with which their operations are begun.

Improvement of school premises in London and its neighbourhood.

Establishment of new schools.

I have the honor to be, &c.

To the Right Honorable

MATTHEW ARNOLD.

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY MATTHEW ARNOLD, Esq.

SUMMARY A.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of Certificated Teachers.	Number of Pupil-Teachers.
	No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommodation is provided at separate schools at 14 sq. ft. of sup- erficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	51	51	45	28	26	11,265	8,099	11,151	7,406	26,024	109	303
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

Per-centage of Children on School Registers

(1.)—Aged

Schools visited on account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	8'03	6'71	8'06	11'9	14'2	12'21	11'32	10'84	8'26	5'24	2'29	1'15
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	45'3	23'6	13'72	8'81	5'02	3'55
Simple Inspection	—	—	—	—	—	—

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 122 inspected, in which

[Subject' of Instruction.	Are Subjects of a Report.	Are reported to be taught						
		Excellent, Well, or Fairly.		[Moderately.		Imperfectly or Badly.		
		Schools visited on account of						
		Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.
Reading	120	—	118	—	2	—	—	—
Writing	120	—	117	—	3	—	—	—
Arithmetic	120	—	110	—	9	—	1	—
Geography	120	—	108	—	6	—	4	—
Grammar	116	—	90	—	21	—	5	—
History	111	—	98	—	11	—	2	—
Music from Notes	—	—	—	—	—	—	—	—
Drawing	6	—	4	—	2	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	140	5	—	141	4	—	125	14	4	126	3	—	125	3	—	137	8	—	126	1	1
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

SUMMARY d.
Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 86* of Schools enumerated in Summary g.					Average Income per Scholar in Attendance.†
	From Endow- ment. ‡	From Voluntary Contribu- tions.	From School Pence	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 583 18 0	£ s. d. 5,784 4 3	£ s. d. 7,548 5 7	£ s. d. 2,924 7 4	£ s. d. 16,780 15 2	£ s. d. 0 19 0½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 86* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 11,533 6 6	£ s. d. 1,393 18 4	£ s. d. 4,518 3 6	£ s. d. 17,344 8 4	£ s. d. 0 19 8	17,630
Simple Inspection	—	—	—	—	—	—

SUMMARY e.
Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary em- oluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 117 17 11	£ s. d. 84 5 0	£ s. d. 73 18 11	£ s. d. 53 18 8	£ s. d. 64 0 0	£ s. d. 43 0 6
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken	Annual Grants .	63	17	36	11	9	13
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free	Annual Grants .	16	6	8	—	6	1
	Simple Inspection	—	—	—	—	—	—

SUMMARY f.
School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	79	20,296	11.75	43.66	34.03	14.36	6.2
Simple Inspection	—	—	—	—	—	—	—

* The number of schools inspected during the year was 91; but from 3 of those no sufficient return of income and expenditure have been received.
† Exclusive of Government grants.

GENERAL REPORT, by *Her Majesty's Inspector of Schools*,
JOSEPH BOWSTEAD, Esq., M.A., on the BRITISH SCHOOLS,
and the WESLEYAN and other DENOMINATIONAL SCHOOLS,
inspected by him in the Year 1857.

MY LORDS,

January 1858.

I HAVE the honor to submit my fifth annual report upon the condition of the schools placed under my supervision.

Modifica-
tion of dis-
trict.

Upon the present occasion it would be useless to analyze the details contained in the summaries appended to these remarks (*see Appendix A.*), or to institute, as I have generally thought it expedient to do, minute comparisons between the returns of the past year and those of its predecessors. The returns no longer relate to the same schools, or even to schools which are the same in the main. The district under my charge has been greatly modified since the commencement of 1857. Eight counties in the south of England, extending from Cornwall to Surrey, have been taken from it, whilst five west midland counties have been added to it; and my visits now stretch over seven counties in England, and the same number in Wales. It results unavoidably from this recent change, that the facts collected by me during the past inspectorial year relate partly to my old district, and partly to my new one; that the summaries in which they are embodied represent accurately neither the one nor the other; and that I am unable to bring forward any statistical proof of the progress of the district in regard to regularity of attendance, the extension of the school-age, or any of the elements of internal efficiency. I may venture, however, to state my decided impression that the capitation grant has had a great and general influence for good upon the attendance of children at school, and that prize-schemes and other efforts of the same tendency are doing something to prolong their stay to a later age than heretofore.

Statistical
summaries.

Before dismissing the subject of annual returns, I may be permitted to point out how important it is that the official summaries collected from the reports of Her Majesty's Inspectors, and furnished to each of them at the close of the year by your Lordships' directions, should be rendered as complete as possible. Their scope has, indeed, been considerably enlarged within the last few years, but some important additions still remain to be made. They give us no account of the number of children in each district on whose behalf a capitation grant has been paid, or of the proportion which that number bears

either to the average attendance at the several schools, or to the aggregate number of children who have been in school at all in the course of the year. Such a return would become a very valuable test of the regularity of attendance, if care were taken to ascertain not only the number on whose account the capitation payment has been made, but also the number of those who, having attended with sufficient regularity to satisfy the conditions of the grant, were excluded by the non-payment or over-payment of fees.

With respect to the enlarged operations of the Minutes of the Committee of Council on Education, the materials for a confident opinion are by no means wanting. In the year 1852, when I had the honor to be appointed one of Her Majesty's Inspectors of Protestant schools in England not exclusively connected with the Established Church, the schools of that class were under the supervision of three inspectors, whose energies were not over-taxed. In 1854, however, it became necessary to appoint a fourth inspector; and again in 1857 it was found requisite to augment the staff to six. Each of these six has now as much to do as any one of the three inspectors of 1852, and consequently the public work done in promoting education by means of this class of schools has been at least doubled within the last five years. Of the six districts into which the country is divided, my own does not by any means contain the largest number of schools, yet it embraces 110 institutions claiming annual grants, and these institutions comprehend 163 distinct schools or departments under separate teachers. As many of these separate departments contain 300, 400, or even 500 children, and those which are smaller are scattered about the country at great distances from one another, it is practically impossible to inspect on the average more than five distinct schools in each week; indeed, there are few weeks in which it is not necessary to hold a collective examination of pupil-teachers, and this always occupies a day. Thus the annual grant cases alone in my district fully occupy 33 weeks in each year; and when allowance is made for examinations for certificates of merit and Queen's scholarships, for the revision of papers written at those examinations and by pupil-teachers, for the writing of a general report, and for necessary vacation, scarcely any time remains to be devoted to cases of simple inspection.

There are about fifty cases of simple inspection upon my list, but I have never been able to visit more than half of that number in any one year, and in fact there are several schools set down for inspection which I have never seen. The past year, owing to circumstances to which I shall refer in the course of this report, was one of unusual occupation; and some

Progress of education by means of Non-church schools.

Simple inspection.

effort was required to visit as many as seventeen institutions for the purpose of simple inspection. This, indeed, was rendered practicable only by the aid of my colleagues, Mr. Alderson and Mr. Scoltock, each of whom kindly devoted some two or three weeks to the inspection of schools in my district, the payments to which must otherwise have fallen into arrear. I beg leave to express my gratitude to them and to your Lordships for the valuable assistance thus afforded to me.

Need of increased staff.

It is impossible to dispute the necessity of attending first to those cases in which public money is to be dispensed; but the neglect, however unavoidable, of schools in which inspection alone is at present desired, is not a small evil, nor is it at all adequately represented by the fifty cases on the list. My time has always been too much occupied to admit of attention being given to this class of schools. I have been obliged to ignore innumerable private requests made to me for visits and advice; and it is hardly matter of doubt that the opportunity has thus been lost of adding to the simple inspection catalogue at least as many schools as are there already, and of preparing those schools for that state of higher efficiency which continued inspection is generally found to promote. I trust I may be permitted to hope that your Lordships will speedily apply a remedy to this evil, and so augment the staff of inspectors for this valuable class of schools as to afford adequate means of developing the results which they are capable of producing.

Dowlais night schools.

At Easter last I held an interesting examination of the night schools maintained by the trustees of the late Sir John Guest, in connexion with the large ironworks at Dowlais. The average attendance at these schools during the winter of 1856-7 was 443, namely, 228·5 males and 214·5 females. The night school for males is under the charge of Mr. Hirst, the certificated master of the boys' day school, and a staff of five paid assistants. The great difficulty of securing the services of pupil-teachers in a district where juvenile labour of another kind is so much in demand, and so highly recompensed, has caused the principal boys' school at Dowlais to be carried on without their aid, and a number of assistants under the Minute of 23 July 1852 to be engaged in their stead. These young men, guided by a head master of talent and experience, form an excellent corps of adult trained teachers for the night as well as the day schools, and give to both a tone of energy and efficiency which is rarely to be met with. There are generally two or three assistants of the same class in the girls' or infants' schools; and these, under the direction of Mrs. Hirst, and with the help of some other paid assistants, form an efficient corps for the instruction of young women in the night

schools. The trustees desired, at the close of the last season, to test the proficiency of both schools by a written examination ; and with your Lordships' sanction, I undertook to prepare a paper for the purpose (*see Appendix B.*) Sixty-five boys and young men and twenty-two young women came forward to answer the questions in that paper. They were previously quite unaccustomed to produce their knowledge in writing, and many of them besides were but little in the habit of speaking English. I expected, under these circumstances, that the written replies, even to questions so elementary as those which I had proposed, would be very unsatisfactory ; but the male candidates exceeded my anticipations, and I felt warranted in recommending forty-two out of the sixty-five for prizes of greater or less amount. The females displayed less proficiency ; yet, nine out of the twenty-two did enough to justify reward. I have reason to believe that the experiment of a written examination, with prizes for the most proficient, was highly successful as a stimulus to the attendants at these schools, and I trust that its repetition at the close of the present season will give ample proof of the good effects produced by it.

These Dowlais night schools are almost the only thoroughly successful institutions of the kind with which I am officially acquainted, and their success is chiefly due to the peculiar circumstances which have driven the managers to engage, at a great expense, so many adult assistant teachers. This resource is rarely available in other localities, and, I regret to have to report that the progress of education by means of evening classes is, within my experience, both slow and unsatisfactory. The last Minute, issued by your Lordships upon this subject, contains three restrictions :—

Regulations
as to night
schools.

1. The sum received in fees at the night-school must equal or exceed the Government grant.
2. The night-school must be in connexion with a day-school in receipt of annual grants.
3. Teachers of night-schools must be under forty years of age.

I have known insuperable difficulties to arise from each one of these restrictions, and I venture to suggest that the necessity of imposing them should be re-considered. If it were thought right to allow a larger discretion, in matters of detail, to the managers of these institutions, and to award, under proper guarantees, more liberal grants towards the payment of efficient teachers, I am persuaded that the Education Department of the Government might enable night schools to do much more than they accomplish at present, towards promoting the objects which it has in view.

Half-time
schemes.

Permit me to request attention to the regulations affecting another class of grants. I allude to the Minute of 29 April 1854, and especially to that part of it which proposes "to accept in schools under certificated masters an annual attendance of 88 instead 176 whole days in school, as the condition of a capitation grant for boys over ten years of age." The Minute goes on to provide, among other things, "that in the first instance a scheme shall have been submitted by the managers of the school to their Lordships for approval, and shall have been approved, showing in what manner it is proposed to provide for the alternation of lessons in school with ordinary labour." I believe that in my district no grant has ever been made under these provisions, except in the case of factory children, and the reason is, that it has not been found practicable in any case to settle a scheme beforehand which could be honestly worked out. Except in the case of factories, the demand for juvenile labour is not constant throughout the year. At one season, all the boys of working age in a district are wanted together, and at another, none of them are called for. Nor are these seasons of regular recurrence. Their earlier or later approach depends upon weather, the fluctuations of trade, and a variety of causes which cannot be accurately foreknown. In this manner an excellent intention has been frustrated, and the continuance of boys at school after the age of ten has failed to receive that encouragement which the universally acknowledged importance of the subject so eminently deserves. As the managers of several schools in my district have manifested considerable anxiety to avail themselves of the Minute, but have been thwarted by the causes already mentioned, and as I have reason to think that the experience of other Inspectors on this subject is not very different from my own, I venture to suggest the sufficiency of the following regulation in lieu of that which I have quoted, namely, to provide that the capitation grant shall be payable for 88 days' attendance per annum, in the case of boys above ten years of age under a certificated master, on the simple production of a trustworthy certificate that such boys have been at work when absent from school.

Prize-
schemes.

A considerable portion of my time during the past year has been given up to examinations and other duties connected with prize-schemes. In March I assisted my colleague, the Rev. H. R. P. Sandford in examining nearly 500 candidates for prizes in South Staffordshire, and also took part in revising the answers, settling the results, and distributing the prizes at a public meeting. In June I was engaged, in conjunction with my colleague, the Rev. F. Temple, in the performance of similar duties, and also in the preparation of examination papers, for

the Exeter examination of pupils from the middle-class schools of the three counties of Cornwall, Devon, and Somerset. In July I joined a third colleague, the Rev. H. W. Bellairs, in conducting the examinations and other business connected with three prize associations recently established in Monmouthshire and South Wales. On the first and second of these engagements, however interesting in themselves, it is not necessary that I should make any special remarks. The South Staffordshire prize-schemes have been from their commencement under the special direction of my colleague, the Rev. J. P. Norris, whose unavoidable absence from England, at the date of the last competition for prizes, was alone the cause of my assistance being needed. As he has now happily returned with restored health, he will be enabled to resume his valuable supervision of the working of these associations, and to keep public opinion duly enlightened upon their progress.

With respect to the very interesting history and results of the prize-scheme for middle class schools in the western counties, I need only refer to Mr. Temple's report, and to the full particulars of the Exeter examination, given in Mr. T. Dyke Acland's account of the origin and objects of the Oxford Associate in Arts examination.

Associations for awarding prizes among the elementary schools of the mining and manufacturing districts of South Wales were in course of formation by H. Seymour Tremenheere, Esq., the commissioner for inquiring into the state of the population in the mining districts, as early as 1855. I had occasion to notice his exertions in this matter in my General Report for that year. In the early part of 1856 Mr. Tremenheere, having already secured the assent of Mr. Bellairs to act as one of the examiners for these prizes, proposed to me to share the duties and responsibilities of that office. In an ordinary case, knowing how easy it would be for an Inspector, possessing the experience and ability of Mr. Bellairs, to conduct such an examination single-handed, I should certainly have withheld an unnecessary co-operation; but it was urged that the peculiar circumstances of South Wales, its large dissenting population, and the fervour of its religious parties, required that the different classes of schools should be represented in the examining body; that neither a clerical nor a lay inspector could possibly at first command the confidence of all parties, and that only by the union and co-operation of the two could the machinery necessary for the successful working of these prize-schemes be set in motion over the whole mass of the working population of the district. I found, moreover, that the scheme of examination recommended by Mr. Tremenheere, and already sanctioned by

South Wales
prize-
schemes.

Mr. Bellairs, was well adapted to meet the views of a majority of the educationists whose schools I inspect, and that those schools, if induced to take part in the competition, would be likely to furnish no small proportion of the candidates for prizes. These considerations decided me to yield a conditional assent to Mr. Tremeneheere's proposition, and to join him in seeking your Lordships' sanction to the arrangement. Accordingly, in February 1856, Mr. Tremeneheere, Mr. Bellairs, and myself had the honor to submit the whole scheme to the personal consideration of the Lord President, and to receive from him a cordial sanction to the devotion of the necessary time and the employment of all ordinary official appliances, in preparing for and conducting the proposed examinations. It was not found practicable to hold any examination within the year 1856; but programmes were circulated among the schools of the district, notice was given in the public papers, and everything was made ready for the commencement of operations on a considerable scale in 1857. The district was apportioned among three distinct associations, the Monmouthshire, the East Glamorganshire, and the West Glamorganshire and Caermarthenshire. These are in reality independent of each other; but having had a common originator and the same examiners, they have hitherto been conducted on one principle, and may without injustice be regarded as parts of a whole. An influential gentleman in each association undertook the duties of honorary secretary, and a prize fund of more than 300*l.* was raised by their united efforts. The first competition for the prizes offered by these associations took place in July 1857; the examinations being held at Newport, on the 7th, for the Monmouthshire Association; at Cardiff, on the 14th, for the East Glamorganshire Association; and at Swansea, on the 17th, for the West Glamorganshire and Caermarthenshire Association. The whole number of candidates was 505, of whom 322 were boys, and 183 were girls. Of these 505, 214 presented themselves at Newport, 130 at Cardiff, and 161 at Swansea. They represented forty-six distinct institutions. The scheme of examination was printed in your Lordships' Minutes for 1856-7, as an Appendix to Mr. Bellairs' General Report, and need not be repeated. The *viva voce* examination was limited to reading and dictation; in other subjects the children were required to give written answers to printed questions. The examination papers used at Swansea are given at the close of the present report (*see Appendix C.*) Those used at Cardiff and Newport were precisely similar to, though not identical with, the Swansea papers. The subjects embraced were, reading, dictation, arithmetic, geography, and grammar; and for girls, sewing and cutting out. Geography

and grammar were required from those only who aspired to the higher prizes. Every child that could read, write, and spell satisfactorily, and work sums in the first four rules of arithmetic, was considered entitled to one of the lower prizes. The result showed a total of 282 candidates, namely, 170 boys and 112 girls, to be entitled to prizes of more or less value. These were divided into three classes, according to their proficiency; and prizes of 2*l.* each were awarded to 25 in the first class, of 1*l.* each to 99 in the second class, and of 5*s.* a piece to the remaining 158 who formed the third class. Thus the large sum of 188*l.* 10*s.* was expended in direct money prizes, which were distributed at public meetings held at the head-quarters of each association. There were 223 candidates to whom no prizes could be awarded; but these, as well as the successful competitors, had produced certificates of good conduct, of regular attendance at school for two years, and of having been actually present 176 full days within the year immediately preceding the examination; and it was no trifling merit for a child, under such circumstances, to have been admitted to compete. The attainments displayed at this examination, though by no means extraordinary, were certainly not such as to disappoint me. Most of the candidates had been brought up to use the Welsh language on all ordinary occasions, and the task of writing their answers in English was itself not unfrequently a hard one. This circumstance necessarily gave a great advantage, in this first examination, to children from the towns on the coast, where English is generally spoken; and also caused some differences to be clearly perceptible between the competitors in the several districts. The Cardiff examination undoubtedly embraced a larger proportion of young people from the hills than either of the others, and the average standard attained there was consequently somewhat lower. But this inferiority was confined to geography, grammar, and dictation; and did not characterize the answers in arithmetic. Indeed the excellence of the teaching in one large school among the hills enabled its pupils to compete upon terms of perfect equality with those of the town schools; and whilst each of three moderate sized schools in Cardiff obtained one first-class prize, the large boys' school of the Dowlais Iron Company carried off no less than three. This would be sufficient proof, if any were needed, that the inferiority of the schools attached to the ironworks is not inherent, but only accidental and temporary; and that perseverance and good teaching will assuredly enable them, in future competitions, to dispute the palm with schools which may seem to be more advantageously situated. Such, indeed, appeared to

be the general feeling among the candidates themselves and their teachers. The associations, originally organized with a view to stimulate only the schools connected with the iron, coal, copper, and other works, had before the examinations most liberally thrown open their prizes to all the elementary schools in their respective districts; and the consequence was, that the town schools of Abergavenny, Newport, Pontypool, Cardiff, Swansea, and Llanelly, carried away a large proportion of the most valuable rewards. Yet no murmuring was heard from the less fortunate competitors of remoter localities, and I have reason to know that in many instances masters and scholars returned home together with a single-minded determination to work hard and to the purpose during the coming year, and thus endeavour to deserve that success which had escaped them for the time. I heard also of cases where parents, whose children had gained small prizes, resolved, notwithstanding their previous intentions to the contrary, to continue them at school another year, or if possible until they shall have gained the highest prize. I hope and believe that these are not isolated cases, and that they will become more numerous each year as the associations advance in their useful career. Those associations were formed for the very purpose of producing such results as these, and a moderate multiplication of similar instances will amply repay them for the trouble and expenditure incurred. Official duties led me to pass through a large portion of the district in the month following these examinations; and I am satisfied, from personal observation, that such a spirit of energy and determination about educational matters had been roused in various quarters as can hardly fail to bear good fruit. The examination of which I have spoken was confined to secular subjects, and was conducted jointly by Mr. Bellairs and myself. To prevent misconception, it is necessary to state that, at the close of the secular examination, Mr. Bellairs examined such candidates as wished it in Holy Scripture, and also in Catechism and Liturgy. This latter examination formed no part of the scheme submitted to me in January 1856 by Mr. Tremenhoe, and published in the last annual volume of your Lordships' Minutes by Mr. Bellairs, but was resolved upon in May 1857, at the instance (it was understood) of some dignitaries of the Established Church. As it had no influence upon the prizes given out of the general funds of the three associations, and as I was in no degree responsible for it, I need not do more than indicate the fact that such an examination took place. I will only add, therefore, that it gave me pleasure to assist in giving out and collecting the religious papers, and that I was gratified to find so

many children from all classes of schools volunteering to work them. I trust that Mr. Bellairs may be able to give a satisfactory account of the answers which he received.

I cannot conclude my imperfect description of these interesting prize-schemes in South Wales without expressing my firm conviction of the great good which associations of this description are capable of effecting. There may be districts in which such stimulants are unnecessary. A part of my vacation last year was spent in Scotland, and I could not pass even hastily through that country without encountering many evidences of a stronger feeling about the importance of education than any we are accustomed to meet with in the south. I believe that most parents among the working classes in Scotland fully appreciate at least the commercial value of instruction to their children. Many, I know, take higher ground, and regard the school as one of the chief securities for the continuance of that moral and religious development, for which Scotland has been remarkable since the sixteenth century, when the parochial school system was established. Certain it is, whatever the cause, that working men in Scotland are generally prepared to make considerable sacrifices in order to secure a good education for their families; and where such is the case, I confess that I should prefer to rely solely upon that natural affection and sense of parental duty which act so powerfully upon the most educated classes of every civilized community. But I fear that our working people in England and Wales have by no means reached the standard of Scotland with regard to their appreciation of education. Natural affection suffices to make them care for the bodies of their offspring, but the sense of duty is not sufficiently enlightened to make them anxious about their minds. Thus the highest and best motives have not sufficient influence in the present state of our population to ensure proper attention to mental and moral cultivation, and it becomes necessary to substitute secondary motives for a time. Compulsion is impracticable with our free institutions; and in its absence, prizes, certificates, and mutual emulation suggest themselves as the fittest resort in such a state of things. We may regret that it is necessary to use them, but they are perhaps the only remedy within our reach. We must use them with discretion, and never forget that they belong only to an abnormal condition of the education question. The result of using them should be to render their continuance unnecessary, by raising up a generation of parents intelligent enough to understand that education, viewed in all its bearings, is even more important to their children than health of body or strength of limb.

Value of
prize-
schemes
just now.

Stafford-
shire and
Shropshire
prize-
schemes.

With these convictions of the value of prize-schemes at the present stage of our educational progress, I rejoice to find so many important prize associations established within the limits of my district, and extending their benefits to all classes of elementary schools. The well-known associations in Staffordshire and Shropshire, under the guidance of Mr. Norris, extend their benefits equally to the Church schools which he inspects and the non-church schools placed under my supervision. There is but one examination for the children from all these schools; that examination embraces a portion of Holy Scripture annually selected for the purpose; and it is most gratifying to find that this part of the examination, conducted by a clergyman of the Church of England, is quite as acceptable to the schools of the nonconformists as to those of his own communion.

Gloucester
shire prize-
scheme.

An association, based on the comprehensive principles which Mr. Norris has found to be so practicable elsewhere, has just been formed for the county of Gloucester, under the auspices of its lord lieutenant, the Earl of Ducie. A copy of the scheme will be found appended to this report (*see Appendix D.*) The first examination is intended to be held in the early part of the approaching summer. It is hoped that the seed, which has produced so bountiful a crop of good results in the counties of Stafford and Salop, may not be found unsuited to the soil of Gloucestershire; and that, whilst the many first-rate schools in the last-named county will almost certainly be further strengthened and improved by means of this association, it may not fail to lift up the smaller and remoter institutions to a standard of efficiency which they have never yet reached. The practical character of its examinations will be secured, not only by the provisions for that purpose inserted in the programme, but much more by the assistance of my colleague Mr. Jelinger Symons, one of the most earnest advocates of, and highest authorities upon, practical education. It may also be assumed that the cordial and unforced union of members of different religious communities in a common examination, based upon the Bible, can hardly fail to exercise a beneficial influence on the youthful candidates, and to promote the growth of Christian charity.

I have the honor to be, &c.

J. BOWSTEAD.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY J. BOWSTEAD, ESQ., M.A.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children								Number of Certificated Teachers.	Number of Pupil-Teachers.		
		No. of Schools, &c. institutions held in separate buildings, and sepa- rately man- aged.	Number of School-rooms in which separate Teachers are Employed.				Present at Examination.		In Average Attendance.			For whom accommoda- tion is provided, at 8 square feet of superficial area per Child.	
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.				Female.
Annual Grants	108	47	43	22	50	11,736	8,807	10,839	7,610	27,970	110	406	
Simple Inspection	17	5	2	-	11	827	807	831	518	1,900	-	-	

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	5.87	6.77	8.92	11.55	13.27	12.5	11.63	10.47	7.4	5.63	3.16	2.63
Simple Inspection	.3	1.08	4.59	18.79	14.79	12.72	13.17	11.88	9.76	2.96	5.18	4.98

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	49.11	21.64	13.24	7.86	4.39	8.76
Simple Inspection	89.72	4.17	8.89	1.67	.55	-

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 158 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently Well, or Fairly.		Moderately.		Imperfectly or Badly.	
			Schools visited on account of					
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection	Annual Grants.	Simple Inspection.
Reading	186	15	123	13	15	2	—	—
Writing	138	15	128	14	10	1	—	—
Arithmetic . . .	186	14	114	11	23	3	1	—
Geography . . .	137	15	114	10	23	5	—	—
Grammar	135	14	108	9	26	5	1	—
History	123	9	112	6	15	2	1	—
Music from Notes	13	4	13	3	—	1	—	—
Drawing	87	2	35	2	2	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices in		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	147	11	-	148	10	-	134	22	-	144	5	3	186	18	-	158	-	-	140	-	-
Simple Inspection	15	2	-	17	-	-	13	4	-	8	7	1	14	2	1	17	-	-	3	-	1

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 104 (Annual Grants) + 6 (Simple Inspection) = 110* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Fees.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 262 12 8	£ s. d. 6,285 1 1	£ s. d. 5,910 16 2	£ s. d. 1,611 18 8	£ s. d. 14,170 8 2	£ s. d. 0 15 1½
Simple Inspection	—	106 18 8	126 5 4	77 10 2	309 14 2	0 11 10½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 104 (Annual Grants) + 6 (Simple Inspection) = 110* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 10,380 19 0	£ s. d. 1,311 7 0	£ s. d. 8,115 9 8	£ s. d. 14,807 15 8	£ s. d. 0 36 8	16,786
Simple Inspection	310 8 0	22 10 0	45 18 7	388 16 7	0 14 10½	222

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants* Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emolu- ments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 96 15 3½	£ s. d. 65 4 0	£ s. d. 69 10 3	£ s. d. 40 12 6½	£ s. d. 29 2 2	£ s. d. 27 7 6½
	Simple Inspection	—	77 10 0	—	35 7 6	—	—
Number on which average is taken	Annual Grants .	66	27	30	15	12	11
	Simple Inspection	—	2	—	4	—	—
Number provided with house or rent-free	Annual Grants .	22	9	10	3	4	2
	Simple Inspection	—	—	—	—	—	—

* The number of schools inspected during the year was 125; but from 15 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	94	130,251	40.11	33.25	15.8	9.05	2.79
Simple Inspection	4	269	7.02	11.78	44.36	38.33	3.61

APPENDIX B.

DOWLAIS NIGHT SCHOOL.—PAPERS USED AT EXAMINATION FOR PRIZES.

You are recommended to answer at least one question in each Section.

Section I.—HOLY SCRIPTURE.

1. Write out the commandment which teaches you your duty to your parents.
2. How, and within what time, was the world created?
Describe the creation of man.
3. Write out either the parable of the Good Samaritan or that of the Ten Virgins, and state what lesson is to be learnt from it.

Section II.—ARITHMETIC.

1. From ten thousand and twenty-three, take 3,507.
2. Find the number of men in an army of 17 regiments, each regiment containing one thousand and twelve men.
3. If a person who receives a legacy of 1,000*l.* spend 45*l.* 6*s.* 9*d.* in the first year, and half that sum in the second, how much will he have left at the beginning of the third year?
4. What would 2*l.* 18*s.* 10½*d.* per week amount to in a year?
Prove the correctness of your result by division.
5. If the diameter of a halfpenny piece be 1½ inches, how many half-penny pieces will reach 8⅝ths of a mile?
Work this sum (if you can) both by vulgar fractions and by decimals.
6. What would be the cost of a door 7 ft. 6 in. high, and 3 ft. 4 in. wide, at 2*s.* 3*d.* per square foot?

Section III.—GRAMMAR.

1. What is a *noun*, and what is an *adjective*?
Give three examples of each.
2. Write out the *substance* of the following lines in simple language:—

*"Forth we went,
And down the vale along the streamlet's edge
Pursued our way, a broken company,
Mute or conversing, single or in pairs."*

3. Parse the words printed in *Italics* in the preceding passage.

Section IV.—GEOGRAPHY.

1. Name the county in which you live, its chief towns (distinguishing between inland and maritime towns), its boundaries, and the principal occupations of its inhabitants.
2. Name the principal headlands, bays, river-mouths, and sea-ports passed by a vessel sailing from Liverpool to Bristol.
3. Where and what are *Anglesea, Hull, the Frith of Forth, Ben Nevis, the Giant's Causeway, Cork, Mont Blanc, Gibraltar, Vienna, Vesuvius, Grand Cairo, Teheran, the Ganges, Terra del Fuego, Mexico, Philadelphia, Niagara?*

Section V.—HISTORY.

1. Give an account of the circumstances attending the conquest of England by the Normans, with names and dates.
2. In what centuries, and in what English reigns, did the following events take place:—*The granting of Magna Charta—the first representation of the people in Parliament—the invention of gunpowder—the introduction of the art of printing into England—the discovery of America—the first translation of the Bible into English—the Reformation of Religion?*
3. Name in order the rulers of England during the 16th century, and give a short account of the reign of any one of them.

APPENDIX C.

**WEST GLAMORGAN AND CAERMARTHEN PRIZE-SCHEME ASSOCIATION.
—PAPERS USED IN EXAMINATION AT SWANSEA.**

ARITHMETIC.

Section I.

Every Candidate should answer two questions and no more in this Section.

1. If ten thousand and twenty-three be added to six thousand seven hundred and eight, how much will the answer fall short of 17,000?
2. If 54 emigrant ships sail every year to America, and every ship contains 315 passengers, what is the whole number of emigrants conveyed annually to America?
3. A wood of two thousand and two trees is to be thinned by cutting down one tree in seven, how many trees will be left after this clearing?
4. How many gross are there in sixty-six score?

Section II.

Every Candidate should answer two questions and no more in this Section.

1. What sum must be added to 745*l.* 6*s.* 7½*d.* to make 1,000*l.*?
2. If a truck-load of coal weigh 11 tons 4 cwt. 3 qrs. 17 lbs., what weight of coal will be carried in a train consisting of 37 trucks?
3. A farm of 800 acres is divided into 53 fields, what is the average size (in acres, rods, and poles) of each field?
4. Make out a draper's bill for the following items:—29 yds. of calico at 7½*d.*; 17 yds. of linen at 2*s.* 2½*d.*; 13 pairs of stockings at 1*s.* 6½*d.*; 8½ yds. of dannel at 1*s.* 4*d.*; and 3 pairs of gloves at 1*s.* 5*d.*

Section III.

Candidates for the higher prizes should answer not more than three questions in this Section.

1. If 17 cwt. of sugar cost 53*l.* 11*s.*, what will 5½ tons cost?
2. Find the cost of 513 articles at 1*l.* 17*s.* 7½*d.* a piece.
3. A book consists of 288 pages, and a person has read the first 180 of them, what fraction of a book remains to be read? Express this fraction in the lowest terms.
4. Reduce $\frac{1}{3}$ to a decimal, and divide the answer by .0065.
5. What decimal of 1*l.* is a guinea, and what decimal of a guinea is 1*l.*?
6. Find the compound interest on 99*l.* 19*s.* 9*d.* for two years at 3 per cent. per annum.
7. An oblong playground is 9 yards long, and contains 60 square yards, what is its breadth?

In this paper only one question is to be answered in each Section, and the last question will tell the most.

GRAMMAR.

Section I.

1. Define an adjective and an adverb, and give three examples of each.
2. What distinctions of gender have we in English? Give the gender of each of the following words, viz.: workman, maid, play-fellow, grammar, venison, deer, ship, aunt.
3. Give examples of an active, a neuter, and a passive verb. What rule of syntax applies to the noun governed by an active verb?

Section II.

1. Write out in separate columns the nouns and adjectives in the following sentence:

"Much undoubtedly has been discovered or newly learnt in the natural sciences and in the domain of history: *many* too have been the bold ventures *at least*, and novel essays in philosophy. This new wisdom, moreover *was taught far* more universally than *ever before* had been the case, while even the agreeable feeling *produced* by the moderation now prevalent, greatly *promoted its wide* and rapid diffusion."

2. Write out in separate columns the adverbs, conjunctions, and pronouns.
3. Parse the words in italics, and (if you can) explain their relations to other words in the sentence.

GEOGRAPHY.

Section I.

1. Explain the meaning of the following terms: ocean, equator, degree, haven, isthmus.
2. Name in order, from the north, the chief rivers in England which flow in a westerly direction.
3. Name the chief coal-fields in England, and describe more particularly the South Wales coal-field.

Section II.

1. Draw a map of North and South Wales, inserting the following: Cardiff, Pembroke, Flint, Aberystwith, Snowdon, Holyhead, the Tivy, the Towy, and the Dovey.
2. Draw a map of any other country with which you are acquainted, and put in the chief mountain ranges, rivers, and towns.

APPENDIX D.

GLoucestershire PRIZE-SCHEME ASSOCIATION.

President.—THE RIGHT HONORABLE THE EARL OF DUCIE.

THE object of this association is to induce parents among the working classes to keep their children at school longer and more regularly than is at present the custom, and to hold out to the children themselves additional motives for diligence and good conduct.

Its prizes are open to schools of every denomination, and whether under government inspection or not; subject to the following regulations:—

Regulations.

1. Every school admitted to present candidates for the prizes offered by the association must be either an elementary day school for the working classes, a workhouse school, or a ragged school, must be nominated by a member of the association, and must be situated either within the county of Gloucester or within ten miles of its borders.

A school nominated by a member who subscribes one guinea may present any number of candidates not exceeding ten; if nominated by a member or members subscribing two guineas it may present any number not exceeding twenty; if nominated by subscribers of three guineas it may present any number not exceeding thirty; and so on.

Boys' and girls' schools under distinct teachers, if belonging to the same establishment, need not have separate nominations.

2. The candidates must be boys or girls (not pupil-teachers or paid assistants) who are at least ten years old.

They must produce the following certificates, signed by their respective teachers, and countersigned by one of the managers of their schools:—

- (a.) That they have punctually attended some school nominated by a member of the association at least 352 half days during the year ended on the first day of _____ preceding the examination.
- (b.) That the fees paid for their instruction at the said school have never exceeded 6d. per week.
- (c.) That they can be recommended for truthfulness, industry, honesty, and general good conduct.

In ragged schools attendance for 176 half days will be accepted as a qualification for admission to the examination.

The candidates will be grouped in two divisions, senior and junior, which will be examined on different papers.

This year all children under twelve years of age must enter the junior division; all above twelve the senior division.

In future years every candidate that competes for the first time, whatever his age, must enter the junior division; and the senior division will be reserved for those who have previously obtained a prize in the junior division.

Candidates who obtain any prize in the junior division cannot compete again in that division, but may enter the senior division in the following year.

Candidates who win a first-class prize in the senior division cannot compete again at all; but those who obtain a second-class prize may try for the higher prize in a subsequent year on fulfilment of the usual conditions.

3. Candidates of both sexes in the junior division will be expected to read an easy narrative tolerably; to write a fair round hand; to spell simple words correctly from dictation; to answer questions on the Book of Genesis, and the gospel of St. Matthew; and to work sums in the first four rules of arithmetic, simple and compound.

The boys in this division will also be examined in Crampton and Turner's geographical reading-book, the questions from which will be limited this year to the first thirteen lessons.

The girls will be expected to do plain sewing neatly, and must bring with them a piece of work already cut out and fixed.

Each child in this division who passes an examination entitling him or her to rank in the first class will receive 1*l*. As many of the rest as display fair attainments will be placed in the second class and rewarded with books. The names of the children in both classes, and in order of merit, as well as those of their schools and their teachers, will be published in the annual report of the association.

4. Candidates of both sexes in the senior division will be expected to read an easy narrative fluently and correctly; to write a good school hand; to answer questions on the Pentateuch, the four gospels, and the Acts of the Apostles; to work sums in practice, proportion, and some of the higher rules of arithmetic, and to parse an ordinary sentence.

The boys will also have one paper of questions on the outlines of English history and the geography of the British empire, and another on Mr. Dawes's "Lessons on the Phenomena of Industrial Life," the questions on which will be taken this year from the first thirteen lessons.

The girls will be examined in Tegetmeier's Manual of Domestic Economy (the first twelve chapters for this year), and in their ability to cut out and make a small pinafore, with a button and button-hole, the necessary materials for which must be brought with them.

The best instructed boy and girl in this division (if deemed worthy) will each receive a prize of 3*l*. and a handsomely printed card of merit. Every other candidate who passes a first-class examination will receive 2*l*. and a similar card of merit. Such of the rest as acquit themselves satisfactorily will be placed in the second class, and rewarded with books and plainer cards of merit. The names of both classes in order of merit, with their schools and teachers, will appear in the annual report of the association.

5. The candidates will be examined at places to be hereafter determined by the committee; the examinations at such places being precisely alike and held simultaneously.

The prizes and cards of merit obtained will be declared at a public meeting, which will be held on some convenient day after each annual examination at Bristol, Cheltenham, Gloucester, Stroud, or Wotton-under-Edge, the place being varied from year

to year so as to bring the operations of the association successively before the inhabitants of each portion of the county.

The cards of merit will form a lasting certificate of diligence and good conduct at school, and will be not only a just object of satisfaction to the possessors of them and their friends, but a valuable recommendation for employment.

It is hoped that many employers of juvenile labour in the county will give a preference to children possessed of these cards.

In order to encourage boys and girls to extend their knowledge after leaving school, the association will endeavour, in 1860 and subsequent years, to offer a limited number of *5l.* prizes to candidates under eighteen years of age, who have previously gained cards of merit under this prize-scheme, and are able to pass satisfactory examinations in certain books, of which due notice will be given. To some extent these candidates themselves will be permitted to select the subjects of examination, and care will be taken to give as much scope as possible to special and peculiar talents.

GENERAL REPORT *by Her Majesty's Inspector of Schools,*
J. S. LAURIE, Esq., *on the BRITISH SCHOOLS, and the*
WESLEYAN and other DENOMINATIONAL SCHOOLS, *inspected*
by him in the Year 1857.

MY LORDS,

Limits of
new district,
&c.

THE new district to which your Lordships have been pleased to transfer me comprises all the counties on the southern coast, with the exception of Kent, together with the Counties of Surrey, Wilts, and Somerset. As your Lordships' arrangements for a new distribution of the work of inspection were at the beginning of the year still incomplete, the charge of this district devolved on me before I could possibly be relieved of much of the labour and responsibility of my previous one. This will explain the irregularity of my tours of inspection during the past year. My tabulated reports for the twelve months ended 31 August 1857, embrace, in all,* 121 institutions,—69 British, 52 Wesleyan; or 167 departments,—102 British, 65 Wesleyan. To these alone the present general report refers, unless where a special exception is made; and it should be here stated that, as the tabulated returns were closed before a highly important group of schools (the group which extends from Bridgewater to Devonport) fell due, the account now given of the state of education in my new district is necessarily incomplete. It is for this reason that, on the present occasion, I am compelled to abandon my previous plan of classifying the schools according to their professional merit; which I do the more reluctantly as, in my former district, it served signally to stimulate the ambition of the better class of teachers.

North-
eastern dis-
trict.

In bidding adieu to the north-eastern district, I cannot forbear expressing a certain regret. There it has been my especial pleasure to enjoy the friendship of not a few intelligent and honest-hearted schoolmasters, whose kindness and independent bearing won alike my affection and esteem, and I carry with me the most agreeable reminiscences of my intercourse with various school managers.† All I have to

* Inclusive of those Liverpool schools which I inspected on behalf of my colleague, Mr. Morell.

† I cannot forbear recording my particular interest in the spirit of educational enterprise manifested in Norwich, and especially with regard to Miss Martineau's self-sacrificing efforts in establishing successfully an Industrial Girls' school, on the most practical principles. Mrs. Austen has so well described the aim and working of this institution, that, even were it within my present province, any account of mine would be superfluous.

regret is that, in a few cases, I had to curtail my visits within a certain compass of time. This was owing to the rapid increase of schools, and the extensive area which my district covered. In endeavouring to avoid arrears, I presumed, that school managers, in receiving annual grants, would have more satisfaction from an inspection which sufficed for forming my own judgment, than with no visit at all.

In the North-eastern district I had also the satisfaction of observing that the voluntary principle, which your Lordships' enactments take for granted as a basis of operations, had firmly established itself. This principle has assumed two characteristic phases in close correspondence with the two industrial features of the district; the one section of the district is chiefly agricultural, the other almost exclusively manufacturing.

Voluntary principle.

In the agricultural section, while it has been obvious that the subscriptions are not individually large, it has been a matter of no small satisfaction to notice that the class from which they emanate is a widely spread one. The subscriptions are steady. They may be counted on with such certainty that school managers, who are themselves far from affluent, do not hesitate to undertake pecuniary responsibilities from which, but a few years ago, they would have shrunk. The body of these small subscribers is being continually recruited from a class whose appreciation of the benefits of a good school grows greater from day to day. It would, of course, be easy to name two or three isolated instances of a want of enterprise, but the advantages of the system by which Government aid supplements, without superseding individual local effort, are now too widely recognized to admit of the slightest fear of a relapse. Lincolnshire I would single out as the agricultural county in which the working of the voluntary principle is best illustrated. This county is distinguished not only for the vigorous management of its old educational institutions in the larger towns,* but for the unprecedented accession of new and good rural schools which it has within the last few years obtained. The Wesleyans there have cheerfully availed themselves of your Lordships' grants, and the selection of teachers made by the Westminster authorities for these schools I have found to be almost uniformly excellent. In Lincoln, truly, industrial and educational improvements have gone hand in hand. The arts of life, which education no longer permits to stagnate, excite in their turn to the pursuit of knowledge, by affording a constant and tangible illustration of its uses. The Lincolnshire farmer has, with a wise

Phase in agricultural districts.

* I would instance, with especial pleasure, both the Wesleyan and British schools of Boston, under the respective control of Mr. Webster and Mr. Hedgepam.

economy, availed himself of the new appliances introduced by the advancement of agricultural science; and he has learned to regard the school as a friendly and beneficent institution, the source of whose inspiration is the same spirit of progress which has already, in so wonderful a measure, enhanced his physical well-being.

Phase in
manufacturing
districts.

Another phase is assumed by the voluntary principle in the West Riding of Yorkshire. I allude to that particular class of schools which are under the restrictions of the Factory Act. The manufacturer himself has, in the majority of instances, undertaken, single handed,* the pecuniary responsibilities of the half-time school, and this with such a willing spirit as doubles the value of the benefit. He has not only built commodious school premises, but he has perceived the necessity of remunerating the schoolmaster according to a scale somewhat in proportion to the dignity and importance of his office. If these schools have a fault, it is a certain want of vivacity, owing probably to the overtaking of the physical energies of the children. But they have one enormous advantage, and that is, the *continuous* attendance of the pupils. This is secured not so much, it is true, by the material benefits which a good education can command, as by the watchfulness of the manufacturer, and the scrutiny of the Factory Inspector. And it is no exaggeration to state, that the half-time system, thus regulated, results in a larger aggregate amount of schooling throughout the year than the unchecked whole-time system in many of the rural districts.

Southern
districts :
important
schools, &c.

With regard to the southern district, the means of a comparative estimate being still wanting, as above remarked, I refer at present to those schools which up to the 13th of July attracted most favourably my attention. These were the Clapham, Sherstone infants', Downton, Beechwood, Ockham, British; and in Cornwall alone, the Falmouth, Penryn, St. Ives, infants', and Penzance Wesleyan schools, together with Truro B.S.

Ockham
Park Industrial.

The Ockham school† is pre-eminently the most interesting of the group, and it is not the less worthy of note as being one of the few successful industrial schools of England. It is nearly self-supporting; and this desirable result has been brought about by keeping steadily in view the practical bearing of the work done upon the common purposes of life. By applying the experimental test in verification of assumed

* On this account, the half-time cannot be said to rest on as *permanent* a basis as the whole-time school supported by a *body* of small subscribers. During a commercial crisis such as the present, the school necessarily suffers along with the factory.

† For special details of which, *vide* Mr. Bowstead's Report, Minutes of 1856-7.

utility, additions or retrenchments have from time to time been made, as convenience suggested. This adaptation to actual wants has been associated with an economy of time and labour, and the necessary result has proved to be an economy of expenditure. While the domestic work of the female and the agricultural occupation of the male department receive each an appropriate measure of attention, these pursuits are followed by the pupils more as a recreation than as a task; and when, in addition to the industrial knowledge and the habits of cheerful industry inculcated, the scholastic instruction also is found to be superior to that of most ordinary schools, the triumph may be termed nearly complete. It is, however, important not to disguise the fact that the success of this institution is due more to the hearty and genuine spirit of supervision which presides over the arrangements, than to the adjustment of technical details. Dr. Lushington's family watch over the interests of the institution with such devotion and energy as in any circumstances could not but work real wonders. It is their aim not merely to secure efficiency in the various departments, and to provide the boarders with the comforts of a well-ordered home, but in familiar intercourse to excite, by personal encouragement and example, a spirit of self-reliance and honest endeavour throughout the school.

I would also draw your Lordships' attention to the educational movement now going forward in the Isle of Portland. Isle of Portland schools. This movement has been characterized by such a sudden vigour, and has met with a success so decisive, that it affords a very favourable illustration of the state of provincial feeling on the subject of education. About two years previously to my visit, no provision had been made for the purpose of public instruction; but at that period the officers* in connexion with the prison established a school for the use of their own families, which was at the same time rendered available for the population generally. This institution, along with which a special one for infants was founded, became rapidly so popular that it was filled to excess. Again, six months previously to my inspection, the Wesleyans had, in another quarter of the isle, commenced operations on their own account, and so well had their plans been worked out in this short time, that I found their school not distinguishable from the better class of long-established rural schools. Farther, I had the honour of paying a visit to the St. George's British school, situated at an intermediate point, which had only six weeks before been finally completed; the master's plans were of course still somewhat undefined,

* Especially Chief Warden Stein.

but the pupils had reached the number of 196,—a number which seems almost incredible, considering the shortness of the time, and which is all the more surprising as a well-filled Church school (also new) existed in the immediate vicinity. I should here state, that both this Church school and the St. George's British one owed their existence to a wise apportionment of the Government purchase money for public land in Portland. Here then is a small section of Her Majesty's dominions, covering a space of less than six square miles, with a juvenile population of 1,000, in which, without any previous provision, five promising schools have just sprung into existence, educating at the present moment about 600 youths.

Existing schools need improvement in quality.

Such local movements, which prove a growing extension of educational enterprise in particular districts, must be highly gratifying to your Lordships; but it is obvious that the mere extension of schools over the kingdom is not the only aim of your Lordships' measures. These are framed with a view to an object of equal if not greater importance, to wit, the efficiency of schools already existing. In this respect very much still remains to be done. Of the *quality* of instruction given in the majority of the public schools I have examined, I entertain with regret an unfavourable opinion. But I hopefully look for improvement by the removal of certain obstacles connected with the internal working of schools.

Radical obstacle to improvement, abuse of simultaneous system.

In accordance with the intention I expressed last year, of bringing into prominence some of the leading barriers to the progress of the common school, I beg leave to draw your Lordships' attention to what I cannot help considering an obstacle of the first magnitude, I mean the abuse or the excessive use of the "simultaneous system." We have had abundant experience to prove the lamentable influence of mechanical plans on the common school, when such plans are either ill-conceived or mis-directed; and as the simultaneous method is the chief mechanical instrument of modern instruction, it will be admitted that the manner in which it is wielded cannot be too jealously watched. It is necessary that I should first allude briefly to the exigencies which led to the introduction of the system in question.

Historical introduction to simultaneous system; collective teaching.

Collective teaching is a primary necessity of the school-master, and the difficulty of arriving at the most effective means of accomplishing it has originated various plans. To teach even a small group of youths satisfactorily,—to distribute an equal share of attention to each, and, as nearly as is compatible with their varying degrees of natural capacity, to confer on each an equal measure of benefit,—must of itself prove a severe test of a teacher's ability; but when the numbers to be handled are large, the very highest degree of

tact is required ; while one scholar of the group is reading "in his turn," to sustain the attention of the remainder, and, in questioning, to arouse at once an individual and a general effort to reply. The natural tendency on the part of the unoccupied pupil is to lapse into a state of listless indifference, and the equally natural error of the unskilful or indolent teacher is to accept the *readiest* answer, however clumsy and inaccurate ; or, if no approximate answer can be had from the class, to supply it at once himself, and pass rapidly on to something else, without any attempt to rouse the attention and excite the reasoning powers of his pupils by gradually leading them up to what ought to have been the reply. Thus, the faulty or the accurate performance of one is not made available for the improvement of the others ; the minds of by far the larger proportion of the class are but languidly interested, or are wholly inactive, and loose discipline, with its unhappy consequences, becomes inevitable.

It was long before any well-defined attempt was made to cope with the difficulties and remedy the abuses here indicated. At length, however, arose the monitorial system, which had a direct reference to the exigencies of the case. For it was evident that if, without increasing the actual number of masters, the school could be stimulated into activity at a greater number of points at one and the same time, an all-important end would be gained. On the monitorial principle, then, which became rapidly popular, the school was divided, so to speak, into a vast number of living parts, the learner becoming teacher in his turn to a section of pupils less advanced than himself, and alternating the receptive with the communicative state according to rules prescribed.

Monitorial plan.

Experience subsequently proved that the technical superiority of the monitors was inadequate to the end in view, and that, in addition to this qualification, permanency of office was desirable. And here the apprenticeship scheme of your Lordships was introduced, with its appropriate remedy, adapting itself partially to the machinery already in operation, and not necessarily supplanting, but materially aiding the monitorial method.

Defect of monitorial plan.

Meanwhile, however, there had been adopted in Glasgow, as a distinguishing feature of what is termed the "training system," (whose many excellencies, apart from the present question, I cannot too highly praise,) a mode of dealing with masses of pupils which, considered from the point of view of the monitorial scheme, wears, I cannot but think, a somewhat reactionary aspect. On the monitorial plan, simply as such, you do not despair of maintaining the activity of an entire class, or of an entire school, although you deal *immediately*

Simultaneous system connected with "training system," and its *modus operandi*.

only with individuals; you merely, by a process of subdivision, increase the number of points at which you act upon the school. But the system to which I now refer, called the "simultaneous," does, in principle, despair of this; and, even after the management of a school has been rendered easier by the employment of monitors, proceeds upon the assumption that you cannot secure general attention and interest in your groups of pupils, unless these groups, in their entire numerical strength, are unceasingly made to furnish such lively and unmistakeable demonstrations of activity as, on the non-simultaneous plan, are required only of the individual immediately addressed. The simultaneous system consists in treating the class as a unit; it ignores, in a great measure, the individual scholar; it teaches reading simultaneously, and demands that the answers to questions shall be given in one simultaneous shout. It proves, therefore, to be a mechanical artifice for securing universal activity, by insisting on a universal *demonstration* of activity.

Diffusion of simultaneous system, and its plausible features.

The simultaneous system, as is well known, rapidly propagated itself throughout the country, and is now extensively practised, forming in some schools the leading characteristic; while in others it is adopted as an auxiliary to the individual method. Now, it is plain that the acceptance with which it has met must have a reason; it would be vain to deny that it possesses features calculated to recommend it to teachers and managers of schools. Some of these features are so patent and striking that it is no wonder they have made considerable impression on the minds of educationists, and have secured for the simultaneous system a large amount of patronage. I have already indicated one of them,—the demonstration of universal activity; and another no less obvious recommendatory trait is, the saving of time. Evidently a class of sixty or eighty, managed on the simultaneous principle, will take a much shorter time to go through a given amount of work than a class of the same size taught on the individual method. I admit the appearance of activity, and I admit the saving of time; but, in now proceeding to give my own view of the actual results of the system, I shall endeavour to show that the sacrifices which it involves are generally greater than the advantages which it secures; that the appearance of activity produced is too frequently merely an appearance, and that, therefore, what is gained in time is lost through the perfunctory character of the work done.

Remarks confined to personal observation of its abuse

I here beg leave, however, to state again, what I have already indicated, that my remarks are directed not so much against the simultaneous method as against the abuse of that method. I wish to guard myself against being supposed to be, in every

case, hostile to its employment. When carefully applied, and to a limited extent, as auxiliary and entirely subordinate to the individual method, I am of opinion that it has its uses. The least objectionable example I have met with was kindly afforded me in the Model School, Westminster; but, while I would point to that school as exhibiting the highest perfection of the system, my conviction of its extreme liability to abuse remains unaffected; and my unfavourable estimate, on the whole, of the fruits of its present working, founded on what I observed in the schools till lately under my supervision, is not only unshaken, but has been further strengthened by a more fertile experience in the south.

We may examine the working of the simultaneous system under two heads; first, its results upon the pupil; and, second, its results upon the teacher.

First, then, with regard to the system as affecting the pupil. The machinery of the simultaneous method being set in operation, the paramount difficulty of the schoolmaster seems conveniently overcome,—universal activity appears to prevail. The most scrutinizing teachers, however, both in my previous and in my present district, have found that when they supposed this activity to be genuine, they were labouring under self-deception. It is true that, in the perfected form of the method, mechanical activity may be secured, *i.e.*, words may be enunciated with satisfactory accuracy; but close observation will determine that it is only a very small proportion of the class who are in any way conscious of a connexion between the sound and the sense of the words they utter. And this is a perfectly natural consequence, seeing that in simultaneous reading, for example, every individual effort is concentrated on the anxiety to keep the measured time. While, therefore, the bare art of collective utterance may be conveniently cultivated under this system, the entire aim of learning to read, to wit, the habit of accompanying comprehension, is, on the whole, foiled.

It would, nevertheless, be some recommendation of the system were even technical accuracy attained *as a general rule*. But, from its certain liability to abuse, this is far from being the average result; for in ordinary cases the apparent activity of the majority of a class amounts, in point of fact, merely to an external lip movement, which has little connexion with articulate utterance, and there are always some who make no semblance of an effort at all.

As a proof of the excessive blindness to genuine practically available results which the exclusive, or nearly exclusive, use of the simultaneous system is apt to engender, I may here mention that frequently, on pointing out the faulty character of the reading of individual pupils, I have been triumphantly

Viewed in relation to
(1) pupil,
and (2)
teacher.

Effect on
pupil.

Even technical accuracy
not secured
as a general
rule.

Inaccurate
notion as to
aim of teaching,
and deceptive nature of simultaneous practice;

referred to the *simultaneous* performances. But in what state, as regards reading, is a pupil who cannot acquit himself even in a tolerable manner without the aid of that "sympathy of numbers" so much vaunted by some advocates of the simultaneous system? I have heard a class read simultaneously with striking effect, producing at first a most favourable impression; which impression, however, was completely and very unpleasantly dispelled in the course of the next ten minutes, when the pupils were tested singly. About one-fifth of the whole may have read as well as the class collectively appeared to do, while the rest fell various degrees short of the proficiency which they ought to have attained, and which an unwary observer would have imagined they had attained. The class, on the whole, when tested individually, was found to be read badly, though, when tested simultaneously, it seemed to read well. In fact it is difficult, not only for the mere spectator to escape deception under this system, but even for monitor, apprentice, and the average teacher. If it is argued that all this is true of the system when *abused*, not used, I can only reply that unfortunately such abuses constitute the general result of its application in the schools I have inspected. My position with regard to the system is precisely that of drawing attention to its *actual* abuse and its inherent liability to abuse.

Especially
as regards
uniformity;
physical
effects;

But the evil does not stop here. I have just pointed out that where there is an appearance, in a group of children, of great uniformity in abilities and advancement, there is generally a very serious want of *real* uniformity. Now, let it be remembered that the *degree of ability to read* is the acknowledged basis of organization in the schools to which I refer. Here, then, on applying such a test as the simultaneous system furnishes, we find a show of uniformity produced in the matter of reading which is perfectly illusory. What becomes of the organization of such schools? It is unnecessary for me to dwell on the organic derangement which must ensue. On the other hand, admitting that where the system is well managed, the uniformity is more genuine and thorough-going; I venture to doubt whether uniformity is in every instance desirable. I am aware that the exactitude with which the recitation of an entire class can be modelled upon that of the teacher is urged as a recommendation of the system under review. But is it not erroneous, precisely in proportion to the varying vocal qualifications of the different individuals composing it, to require that the recitation of the class shall be strictly and entirely moulded upon any single pattern? The peculiar "catch" in the voice of some pupils trained exclusively on the simultaneous method is worthy of attention, and illustrates

one of the evil results of this enforced uniformity. As a comprehensive volume is less manageable than a minute emission of sound, in the exercise of simultaneous utterance more frequent and more decided pauses become necessary, for the purpose of collecting the vocal force required for a renewed effort. Now the pupil, having acquired the habit of making this particular kind of pause when reciting in unison with his class-fellows, carries it over into his individual style of utterance, where it is useless and becomes a painful blemish. If this defect is not observable in every case, that very circumstance should excite inquiry into the causes which produce it in some instances and not in others. It is at any rate plain enough that as every voice differs from almost every other voice in flexibility, and as each separate pair of lungs is possessed of different capacity, when the vocal organs of an entire group are all treated alike, those of second or third rate power may be occasionally overstrained, and thus various injurious effects, of a more or less serious character, be produced.

In those schools, again, where the simultaneous method is adopted as an auxiliary, it is employed in questioning for the specific purpose of confirming, on the composite mind of the class, what may have been separately said by a pupil or teacher. If the response is chimed with average universality, this is accepted as a guarantee of equally universal intelligence. Such an assumption will, however, be found as unwarranted as in the case of the reading, the moment an individual test is applied. Unless the method is practised with a skill so rare that I have hardly ever met with it, the pupil singled out, if able to repeat the answer intelligibly, will be found incapable of *stating the question* to which, with the assistance of the rest of the class, he mechanically responded. With the most natural indifference he avails himself of his past experience in running the chance of being singly called upon for a sign of his unaided comprehension, calculating only on the necessity of joining his class-fellows in producing the expected shout, when his ignorance will escape detection under cover of the general din. Admitting, however, that in a few excellently conducted classes there is a pretty thorough-going uniformity of intelligence in answering, I ask, as before, whether this is not attended with a certain sacrifice? Is it not as essential to elicit *individual views and expressions* as to give full scope and freedom to the varied powers of intonation which exist in a class? And here I am led to devote a few remarks to the most important of all considerations in connexion with the present question.

It will be admitted that any mode of training which does not foster independent development and self-reliance fails in

As employed
in question-
ing;

Does not
encourage
self-reli-
ance.

one of the most essential requisites of all education. But does the simultaneous system, fully carried out, and as generally practised, encourage independent exertion and self-reliance? The general tendency of the method might of itself indicate the reply; but I am bound to state the result of my observations on this point. Not only have I been unable to ascertain that the invaluable habit of free independent effort, and the high social virtue of self-reliance, find their appropriate encouragement in simultaneity of utterance; but, on the contrary, so far as my experience of the general abuse of the system qualifies me to pronounce an opinion, I must hold that it checks their growth. In collective shouting, the "sympathy of numbers" holds undisputed sway. Boldness of expression is in exact proportion to numerical strength, while it waxes feebler with diminished numbers, until, when a single unaided effort is challenged, it cringes into low hesitating indistinctness. This is true always of the large majority, and the "leaders" of a class can alone be excepted. As the simultaneous system professedly discourages, and indeed in a great measure precludes, emulation, one of the principal stimulants to voluntary exertion and courageous self-assertion is necessarily absent.

Summary
illustrative
example.

It is time to dismiss this part of the subject; but before doing so I would beg to put to the advocate of the simultaneous system this simple question:—For what reason are soldiers drilled in masses? There is only one reply possible:—Because they are intended to act in masses. Evidently, if the soldier's training were mainly an individual one, it would fail to fit him for his work. Now, I would ask again of the trainers on the simultaneous principle:—Why do *you* drill your pupils in masses? Can you reply, as in the other case:—Because they are intended to act in masses? Is not each of them, when he leaves the school and goes out into the world, expected to think and act for himself as an individual? Have you then trained him to think and act individually? No; you have trained him to think and act by the "sympathy of numbers;"* and if school-training has any effect at all on the subsequent life of the pupil trained, will he not feel, when denuded of this "sympathy," like a lame man from whom you have abstracted the crutches? I humbly submit that this illustration fits the case, and that to train children for the business of life *mainly* by the simultaneous method, that is, mainly in

* I would guard against being understood to depreciate this principle in its moral aspect, where it results in what is well termed "the public opinion of the school"—the effect of the master's individual influence solely. The mistake is to assume that this, even where the practice exists, has been attained by simultaneous shouting.

masses, is not less mistaken than to train soldiers for the business of war mainly as individuals.

I have now to say a very few words on the simultaneous system with especial reference to its effect upon the teacher. As the success of the method has not been proved by the aggregate results at present exhibited, this phase of the question assumes an importance proportionate to the amount of energy now being comparatively wasted in our public schools.

Simultaneous plan
quoad
teacher;

In the ordinary way of applying the simultaneous method, partly by teachers, entirely by apprentices and monitors, no skill is demanded, and consequently none is exercised; in the process of its *perfected* application, the leading qualifications needed are, constant vigilance of eye and discriminating acuteness of ear. Without these the machinery of the system cannot be efficiently worked. It would be well if they were generally present, but I rarely find that the eye is much used for the purpose of maintaining correct discipline, and certainly the ear is never used as the sole test of reading. However, granting that the employment of the simultaneous method does produce in the teachers who use it a more than ordinary degree of acuteness in the faculties alluded to, what after all is the special value of the heightening of these faculties? That value consists solely in the greater power conferred of maintaining the *police* of the school. But if the faculties which the simultaneous system mainly develops in a teacher are not so much of an intellectual or moral as of a physical cast, and have reference principally to the detection and checking of abuses, does this add to the dignity of the method? No doubt it would be mere cavilling to find fault with a special cultivation of the eye and ear, provided the general tendency of the system were to give a broad and equal encouragement to *all* those qualifications which go to constitute professional ability in the schoolmaster. But if it demands and fosters professional ability in general, how, I would ask, does it occur that the extension of the system has taken place not only in quarters where it is consistently employed as a means of cultivation, but in a marked degree also over fields acknowledged to be barren? My answer to this is, that the effect of the system as ordinarily practised is, to call into play and to maintain in exercise only a small amount of professional ability. So far has the mere empiric deviated from the true spirit of the "training system," that all the arguments adduced by teachers in favour of simultaneity resolve themselves into these two,—facility of technical acquirement on the part of the school, and *ease* on the part of the master. I have already drawn attention to the fact, that the appearance of technical proficiency on the part of the class is most frequently

Limits exercise of professional faculties;

deceptive, and we are therefore quite prepared to find that the communication of this appearance of proficiency is *easy*. Were ever any great and good results brought about by *easy* methods?

Produces
discomfort
or want of
repose.

There is, indeed, one point of view in which the use of the simultaneous system cannot be said to confer ease either on teacher or scholar, for it frequently interferes to a serious extent with the physical comfort of the school. What I mean will be illustrated by the case of a large body of pupil-teachers in the more important schools of the southern district, from Taunton to Devonport, for whom I would enter a special plea. These apprentices are distinguished by superior energy and the most self-denying toil; and I have had occasion to admire their patient endurance under tests so severe that I can only compare it to the fortitude inspired by military discipline. Of these, a surprising number have succumbed from over-exertion,* and evil effects, flowing from the same source, are telling upon the constitutions of others so palpably, that the subject has been represented to me by various parents and school managers. The proportion of teaching power afforded by your Lordships, as well as the comparative shortness of their actual period of labour, so entirely precludes the *necessity* for over-work, that I have been led to seek the origin of the mischief in another direction. In most of the schools in question, while the classes were in simultaneous operation, my efforts to render myself intelligible to any one group were powerless under the most violent exertion of voice. If, then, the apprentices are regularly subjected to a vocal strain, similar to what I found myself obliged to undergo, for at least one-third of the school time, in an atmosphere frequently impure, one can hardly be accused of unreasonableness in pointing to the *volleys of sound* connected with the operation of the simultaneous method as having a considerable share in producing the injurious results complained of. At any rate such a state of the school cannot but induce physical discomfort, and must therefore be extremely unfavourable to effective teaching.

Legitimate
uses of si-
multaneous
system.

I have thus freely recorded my observations on the results of the present working of the simultaneous system. As it has been my object to point out abuses and defects, I have not dwelt on any of the really advantageous features which the method, when judiciously applied, certainly possesses. I consider, for example, that it may be profitably employed in purely mnemonic exercises, such as learning the alphabet and spelling, and, of course, in all the departments of physical discipline. But in teaching these or any other branches *nothing*

* I received nine medical certificates in ten days.

can be done without *skilled application*. The method is employed more or less in nearly every school in my district, and the most beneficial mode of using it is *best* understood by a few specifically and effectively trained Wesleyan teachers; but even they commit the imprudence of intrusting it to unskilled subordinates. To the Model School, Westminster, I would once more beg to refer those who, from their own convictions of its value, are desirous of improving or adopting the practice.

I now proceed briefly to occupy your Lordships' attention with some considerations on the individual method in collective teaching, and its applicability to the necessary purposes of the common school. In several schools this system of teaching continues to be entirely used, and in others it is alternated more or less frequently with the simultaneous system. But to whatever extent they are "mixed," their peculiarities and comparative advantages or disadvantages must obviously be weighed in separate scales.

Individual method.

The individual method consists in the performance of the reading by single pupils at a time, and in the master's either addressing a question to this or that member of the class individually, or to the class collectively, with a view to an individual voluntary reply. Its primary recommendations are, that it is natural; that it does not mentally or physically overstrain either pupil or teacher; and that it is capable of calling forth the "whole nature,"* the entire capacity, of both. The relinquishing of this mode of dealing with a group of scholars, and the adoption of the simultaneous plan, supposes that the former has failed, for otherwise no necessity for any innovation can be alleged. Holding, however, as I do, that whatever amount of failure has resulted from using the individual method, such failure does not flow from any intrinsic weakness in the nature of the method itself, I have no hesitation in falling back upon it. It is no real disparagement to the individual method to admit that until within the last few years the results of its employment in the common schools of this country were of no great value. It is only of late that the special accomplishment of the teacher has been stimulated by higher material prospects: the art of the profession is difficult of acquirement; and progress towards perfection must therefore be slow. There was no more reason for despairing of success by the individual method than for despairing of the success of the common school altogether. Even now, when the teacher's work is pursued under more favourable auspices, so convinced am I of the feeble success, on the whole, of the method which I advocate, that I will readily concede that,

Modus operandi and recommendations.

* Stowe's argument for the *simultaneous system*, vide "Training System."

were a comparison instituted between the results of the two systems under review, the schools whose leading characteristic is a *skilfully applied* simultaneous procedure would assert their superiority over those taught in the *ordinary* individual style. That the best "simultaneous" schools, however, cannot compete with the best "individual" ones is adequately proved in my experience by the coincidence that, before I had begun to form any opinion regarding the comparative merits of the two systems, those schools characterised as the best in my reports, and acknowledged to be so by high corroborative testimony, happen to be schools taught wholly, or nearly wholly, on the individual plan.

How it may
attain high-
est ends of
instruction.

The object of the teacher who practises the individual method "is to present food for every variety of mind, suited to every capacity, without overstraining any; and to cultivate by exercise every varied power of human nature."* He must therefore bring every available faculty into play, so as to impart, confirm, aid, and encourage wherever there is need. He will show tact in distributing the effect produced on one over the whole group with which he is dealing, but especially in communicating it to those who may happen to be defective on the particular point which is being treated. He will, moreover, exercise ingenuity in ascertaining that a legitimate process of arriving at the result has been gone through, and in seeing that the result itself is securely grasped. If, as an extreme example, a correct answer has been given by one or by a portion of the class to a question in mental arithmetic, will it be enough to throw this correct answer back upon the class, and have it mechanically chimed by the large majority who have gone through no mental process to arrive at it? Such a procedure would be that ordinarily followed in conducting a class according to the simultaneous system; yet it would evidently be in the highest degree unsatisfactory, not only in the instance adduced, but also in all other cases which, involving something more than a merely mnemonic exercise, demand a certain amount of reasoning. The process adopted by the teacher on the individual method may not be so compendious, but there is every probability that it will be more thorough-going. The extension of the hand on the part of the pupil is a frequent and, as I think, an important accompaniment of individualization. It is indicative of a desire to reply, and a larger or smaller show of hands is of course secured, according to the ease or difficulty of the question. After carefully scanning the class, and encouraging the less sharp or the less adventurous youths to co-operate, the teacher,

* "Training System : " [expressions used therein, in favour of *simultaneous* teaching.]

if dissatisfied with the number of hands as compared with his estimate of the facility of the answer, repeats the question in simpler and inverted forms. He is supposed to take the answer from among the dullest lads, and if it happens that he receives a wrong answer, then the opportunity is seized of kindly showing its absurdity. The acuteness of the teacher must, however, be instantaneously exercised in seizing upon the process by which the error was arrived at; the result will furnish a guide to accurate thinking for the whole class. Should the answer be correct, on the other hand, further matters are proceeded with, the teacher having gained an accurate measure of the lowest capacity of his class, and being thus enabled to guard against too simple questions in future; or before proceeding to a fresh question, he may, if he choose, select another of those who made the sign of readiness to answer, and rapidly subject him to a process similar to that through which his neighbour has just passed. To keep alive the interest of the class is the teacher's constant effort, and experience convinces him how little the possibility of doing this depends on the nature of the subject upon which he is questioning. It is enough that his interrogatories be of a stimulating character, not too easy, nor yet calculated to depress by being too difficult, but of such a sort that they present obstacles which the pupil, by the voluntary exertion of his own unaided mental strength, may hope to overcome. Assuming an accurate organization which provides him with classes in which the two extremes are not far apart, it is abundantly possible for him to adopt the style of questioning indicated, and to preserve, as a general rule, that medium amount of difficulty which will neither suffer the interest of the more advanced to cloy, nor the spirit of the less able to sink. Under these circumstances, provided the teacher's own manner evidences a genuine interest in the solution of the question, and that he has already that sympathetic relation to his pupils which can alone justify his position, the utmost eagerness to reply will be manifested,—an eagerness which he should augment by seeming to restrain. Tact is required to do this delicately. While restraining, he wards off the chances of an inaccurate answer, and the eagerness becomes impetuosity. This is his precious moment. It is precisely that tension of mind, and that concentration of thought and interest which to him, as an educator, are invaluable. For this, then, he has laboured, and to this the answer is but the crisis; in comparison with the activity of this suspense, the *fact* to be elicited is, after all, of trifling importance. But as there is a point at which tension ceases, at which the interest must slacken or snap, judiciously he

must guard against overdoing his part, trusting to the suggestion of a well-trained instinct as to the measure of suspense. Finally, when he has secured the answer, he may find it, though in substance correct, faulty as regards enunciation, adequateness, or grammatical expression. This affords the youth, successful so far, an opportunity for self-correction; failing which, the correction is made for him by a repetition of the same plan. Thus the power of expression—an almost unknown branch of elementary instruction—is developed; and this will form a valuable preliminary to future and higher grammatical cultivation. The teacher must, however, be careful to accept gratefully the most simple forms of expression which have sprung from individual conception. Habit will accomplish him in the art of doing all this with comparative rapidity; and every successive lesson brings with it, on the part of the class, fewer and fewer inaccuracies. Were the method thus described generally applied with skill, as I have seen it applied by a few, the pupil would no longer be a machine nor teaching a drudgery. It would be painful to contrast the natural, pleasurable, and healthy interchange of thought and feeling which it calls forth, with simultaneity of action. And even supposing that a less numerous array of acquirements were thus secured than by the opposite method, I would ask, of what nature are those more numerous results which are attained through means of the simultaneous system? Precisely those which, by universal confession and natural consequence, begin to expire from the moment a child leaves school. Through well-applied individual teaching, on the other hand, the fact becomes interwoven with the mind, and is made a permanent possession while at the same time an ever-increasing inclination to add more is imparted; and thus is attained the ultimate end of all—the power and the habit of self-education.

I have the honor to be, &c.

J. S. LAURIE.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY J. S. LAURIE, ESQ.

SUMMARY a. Attendance, &c.

Schools visited on account of	Number of Schools <i>actually inspected</i> between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children											
		No. of Schools, <i>i.e.</i> , <i>institutions</i> held in separate buildings, and separ- ately man- aged.	Number of <i>School-rooms</i> in which separate Teachers are employ ^d .				<i>Present at Examination.</i>		<i>In Average Attendance.</i>		For whom <i>accommodation</i> is provided, at 8 square feet of superficial area per Child.	Number of <i>Certificated Teachers.</i>	Number of <i>Pupil-Teachers.</i>
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants	114	38	34	9	70	10,130	6,664	9,790	5,954	24,100	128	362	
Simple Inspection	2	1	—	—	1	102	—	102	—	153	—	—	

Per-centage of Children on School Registers

(1).—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	5'83	6'41	7'62	10'24	11'3	12'5	12'55	11'83	9'11	7'3	3'72	2'09
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2).—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	45'96	22'01	11'55	8'91	5'77	4'8
Simple Inspection	—	—	—	—	—	—

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 144 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	142	1	115	—	27	1	—	—
Writing	141	1	118	—	23	1	—	—
Arithmetic	141	1	100	—	35	1	—	—
Geography	141	1	125	—	13	1	—	—
Grammar	140	—	53	—	85	—	2	—
History	58	—	53	—	5	—	—	—
Music from Notes	5	—	5	—	—	—	—	—
Drawing	4	—	4	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate or Imperfect or Bad.	Excellent, Good, or Fair.	Moderate or Imperfect or Bad.	Excellent, Good, or Fair.	Moderate or Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately or Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate or Imperfect or Bad.	Excellent, Good, or Fair.	Moderate or Imperfect or Bad.	Excellent, Good, or Fair.	Moderate or Imperfect or Bad.	
Annual Grants .	141	8	—	144	5	—	131	13	5	130	14	—	118	31	—
Simple Inspection	—	1	—	1	—	—	1	—	—	1	—	—	1	—	—

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 111 ^o Schools enumerated in Summary a.					Average Income per Scholar in! Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 543 19 8	£ s. d. 4,443 2 5	£ s. d. 7,080 19 5	£ s. d. 1,341 10 8	£ s. d. 13,267 12 4	£ s. d. 0 17 1
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 111 ^o Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children, in Average Attendance in Schools in which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 10,332 9 2	£ s. d. 1,132 15 5	£ s. d. 2,516 7 6	£ s. d. 14,001 12 1	£ s. d. 0 18 0½	15,387
Simple Inspection	—	—	—	—	—	—

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary em- oluments (including Government Grants and all professional sources of income) .	Annual Grants .	£ s. d. 94 9 4½	£ s. d. 63 2 1½	£ s. d. 63 10 1½	£ s. d. 36 13 1½	£ s. d. 56 2 9½	£ s. d. 26 19 1½
	Simple Inspection	—	—	—	—	—	—
Number on which ave- rage is taken . . .	Annual Grants .	91	17	23	15	7	7
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free . .	Annual Grants .	33	7	3	2	2	1
	Simple Inspection	—	—	—	—	—	—

* The number of schools inspected during the year was 116; but from 5 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Four- pence.	Over Fourpence.
Annual Grants .	111	20,625	25·04	48·34	17·78	11·2	4·46
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, by *Her Majesty's Inspector of Schools*,
 WILLIAM SCOLTOCK, Esq., M.A., on the BRITISH SCHOOLS,
 and the WESLEYAN and other DENOMINATIONAL SCHOOLS,
 inspected by him in the Year 1857.

MY LORDS,

January 1858.

I HAVE the honor to present to your Lordships my general report for the past year.

Review of
 work of in-
 spection.

Within my district, which is made up of the Counties of Northumberland, Durham, Cumberland, Westmoreland, and York, I inspected 78 schools (in many of which there were two and in some cases three departments) between the 11th of May and 31st of August inclusive, that is nearly one a day, for the number of days is only 80, if the Saturdays (set apart for reporting) and the Sundays be taken away from the whole amount. Within the same period I looked over the papers of 187 pupil-teachers actually apprenticed, without taking into account the candidates who came before me. The number of children present at the inspections is given in the tables at the end of this report. As I began my work only in the spring, and therefore the district, schools, and details connected with the office of an Inspector were new to me, it is not in my power to hazard any statement as to whether education within the counties above named has fallen away or advanced during the twelve months now ended. I must, therefore, in this report confine myself to a few general remarks, which will apply equally well to nearly all the schools that I inspect. In the first place, I am bound to thank my colleague Mr. Morell, for the very friendly aid and counsel which, ever since my appointment, I have received at his hands, and more especially am I indebted to him for his great kindness—a kindness which caused him much inconvenience—in having undertaken to inspect the schools in the city of York at a time when it was not in my power to get through the mass of work which, owing to the changes made in forming new districts, had been crowded into one month. I would also take this occasion of bearing witness to the readiness with which the managers (as a body) seem inclined to carry out the suggestions of an Inspector.

Importance
 of elemen-
 tary
 branches of
 instruction;

During this, my first, year of inspection I have attended chiefly to the most elementary branches of instruction (as, for instance, reading, writing, and arithmetic) for it seemed to me more advisable to take care that the children were

fairly, if not well grounded in the most useful points of learning, than that they should be forced to learn (or rather get by rote) subjects beyond their powers of understanding, and which would never profit the mass of scholars. Among the elementary subjects of education, I have bestowed much time and trouble upon reading, that is, I have taken care to question the children upon the matter contained in the passage they have read, to ask them to give the meanings of difficult words, to substitute a common word for one less common, and to spell correctly. It may be said by those who aim at higher things, that correct reading is but a small return for the money expended by the State, as well as individuals for the education of the poor. I would urge in answer that intelligent reading is the best test of intelligence. If the child knows that it will be examined on the subject matter, the attention is kept up, and the after-questioning exercises the memory; moreover, when we take into account the short period during which children are at school, and the early age at which they leave, it is better that they should carry away with them one piece of knowledge than that all the smattering should be only for the teacher and forgotten as soon as the school days are over. Again, children are more likely to keep up the little knowledge which they may have acquired and also to be encouraged to add thereto in case they can read with ease any book that may be placed before them. Parents also (even the most unlearned) can tell whether the children "get on in their reading." Should such be the case, they are the more ready to make some sacrifice to keep them at school. In the time of illness too it is a source of no small comfort to the parents to listen to the child as it sits and reads by the bed of sickness. I look also upon reading as a good test of the ability and industry of a teacher, for unsparing care, ceaseless labour, and never-failing patience must be forthcoming in order to correct the faults of pronunciation and emphasis, whereas the length and breadth of England, the names of the Saxon kings, and such subjects, may be crammed up within a few weeks of the Inspector's visit and forgotten as soon as his back is turned.

A well-known author has said, "that a man wants (as a wife) neither a singing nor a dancing animal; he wants a talking animal." In the case of the labouring man, the epithets *cooking* and *sewing* might, I think, have taken the place of talking; for this reason, I grieve that domestic economy, meaning thereby the management of a household, and industrial skill are almost, if not altogether, made a bye work in the schools for the labouring part of the community. It seems to me that one chief cause of little or no attention

especially
reading.

Defects ob-
servable in
mixed
schools.

being paid to these subjects (at least in large towns and populous districts) is the vast number of mixed schools in comparison with those that are divided into two departments,—boys and girls. Although I am willing to confess that many good results follow from girls and boys being taught by a master in the same school, yet, after a certain age, the teaching peculiar to girls must be neglected in mixed schools; or, if that is really looked after, either the girls must so lag behind the boys in learning as to grow disheartened, or else the boys must be kept back in order to advance step by step with the girls. Take a case:—Let there be in a school fifty boys and fifty girls; they learn the same lessons in the morning; in the afternoon the girls are taught to knit, darn, and mend, whereas the boys go on with their lessons. Surely the boys must make greater progress than the girls; and if the master is desirous that his scholars should be well up in their learning, either the girls are induced to shirk the sewing and to come to school to the master in the afternoon, or else they are altogether neglected, and the boys only cared for and well taught. Look, too, at the sewing mistress; as a rule, she holds place (so to speak) without pay, position without power; the boys have the school-room to themselves in the afternoon, and the mistress for needlework and her pupils are huddled together in a class-room which, in winter, is (perhaps) without fire; in summer, without air. Surely this ought to be remedied, and in the case even of mixed schools some remedy might be found; for example, a good room might be provided, a strict account kept of the work done by each child during the year, and a correct list made out of those who were present, so that the managers, as also the Inspector, could be able to form a sound judgment as regards the ability of the industrial teacher.

Want of
girls' schools
among
Wesleyan
Methodists.

Although I am most ready to grant that the Wesleyan Methodists have done and are doing great things for the cause of education, as the increase of their schools within my own district fully proves, yet I would urge upon them, as a class, to give their earnest attention to the great want of girls' schools for the members of their community in large towns; thus, they have flourishing mixed schools in Sheffield, yet not one girls' school comes under my inspection; the same is the case at Hull and other places. I have the less hesitation in thus asking the Wesleyans to take this matter into their consideration, as I am sure that so weighty a question will receive their most earnest attention.

Want of
skill in
household
work.

So far I have spoken about industrial skill as only including sewing and the like. I would now venture to make a few remarks about the teaching of domestic economy—a subject

(at least in my opinion) quite as worthy of care and even more neglected than sewing and mending. I wish that some effectual means could be found for teaching household work in girls' schools. I know how hard it is to devise a fit scheme for giving instruction in the above-named subject. I therefore must be content to call attention to this point, with a hope that others of more experience may duly weigh the matter and carry out some well-counselled plan. I also know that many argue that it would be vain to try to give such instruction; the attempt would be loss of time; the result fruitless. The opponents say that a boy never practises the trade which he has learnt in an industrial school, and therefore the girls would never work at that in which they had been instructed. Even if the reason above stated be true (which I much doubt), yet the cases are not alike. A woman who is dependent on her labour for support must scour, wash, mend, and the rest, whereas a boy who has learnt to make shoes need not become a shoemaker; he may make himself master of and follow up some other trade. Not only in the case of children, but also among pupil-teachers themselves, I have found in some cases utter ignorance about the most common subjects of household work,—an ignorance much to be deplored, as often a female pupil-teacher goes straight from school to a training college where she is busied with the subjects for her certificate; and then again, after having passed the examination, she is put in charge of a school to which a house is attached; here she is quite at a loss from want of knowledge of those subjects which make up the comforts of home, whereas if she had learnt some of the most needful things, as cooking and baking, she would find her residence much more pleasant than it possibly can be when she is indebted to the help of others for supplying the most common wants of life.

I have the honor to be, &c.

WILLIAM SCOLTOCK.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS
INSPECTED BY W. SCOLTOCK, ESQ.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools <i>actually</i> inspected between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children					Number of <i>Certified</i> Teachers.	Number of <i>Post-Teachers</i> .
	No. of Schools, i.e., institutions held in separate buildings, and sepa- rately man- aged.	Number of <i>School-rooms</i> in which separate Teachers are employed.				Present at <i>Examination</i> .		In <i>Average</i> <i>Attendance</i> .		For whom <i>accommoda- tion</i> is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	72	11	8	14	55	5,555	3,672	5,723	3,766	15,260	76	187
Simple Inspection	6	—	—	—	6	248	120	262	128	599	—	—

Per-centage of Children on *School Registers*

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	5'35	6'73	8'73	11'23	12'31	11'36	11'86	11'06	9'5	6'92	3'	1'53
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	47'48	22'07	14'41	8'22	4'47	8'65
Simple Inspection	—	—	—	—	—	—

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)
Number of Schools, out of 80 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellently, Well, or Fairly.		Moderately.		Imperfectly, or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading . . .	78	5	70	4	3	1	—	—
Writing . . .	72	5	69	5	3	—	—	—
Arithmetic . . .	73	5	70	5	3	—	—	—
Geography . . .	68	4	63	3	5	1	—	—
Grammar . . .	63	4	48	3	16	1	1	—
History . . .	53	3	30	1	22	2	—	—
Music from Notes . . .	1	—	1	—	—	—	—	—
Drawing . . .	2	—	2	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is	
	Excellent, Good, or Fair.	Moderate, or Bad.	Excellent, Good, or Fair.	Moderate, or Bad.	Excellent, Good, or Fair.	Moderate, or Bad.	Excellent, Well, or Fairly.	Moderately, or Indly.	Excellent, Good, or Fair.	Moderate, or Imperfect.	Excellent, Good, or Fair.	Moderate, or Imperfect.	Excellent, Good, or Fair.	Moderate, or Imperfect.
Annual Grants .	85	2	1	77	7	4	68	14	6	79	4	—	69	17
Simple Inspection	4	1	—	4	1	—	8	1	1	4	1	—	4	1

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 72* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 60 9 4	£ s. d. 2,479 13 7	£ s. d. 4,411 11 11	£ s. d. 895 13 8	£ s. d. 7,980 12 6	£ s. d. 0 17 0½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 72* Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 5,790 15 1	£ s. d. 603 8 5	£ s. d. 1,509 10 9	£ s. d. 8,363 14 3	£ s. d. 0 17 10½	9,368
Simple Inspection	—	—	—	—	—	—

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emo- luments (including Government Grants and all professional sources of income) .	Annual Grants .	£ s. d. 94 6 7	£ s. d. 60 12 8	£ s. d. 33 14 1	£ s. d. 32 5 0	£ s. d. 60 9 3	£ s. d. 40 7 8
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken .	Annual Grants .	35	5	12	8	9	3
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free .	Annual Grants .	19	2	6	2	—	—
	Simple Inspection	—	—	—	—	—	—

* The number of schools inspected during the year was 78; but from 6 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY f.
School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	60	11,767	9'62	42'81	24'66	18'49	4'42
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, by *Her Majesty's Inspector of Schools*,
 CHARLES HENRY ALDERSON, Esq., M.A., on the BRITISH
 SCHOOLS, and the WESLEYAN and other DENOMINATIONAL
 SCHOOLS, inspected by him in the Year 1857.

MY LORDS,

London, 1857.

I ENTERED upon the duties of inspection on the 16th of March of this year, and, between that day and the end of August last, have visited ninety separate schools, or 120 departments under separate teachers.

Of these, thirty-six were foreign to my own district, being nine of them in the West Riding of Yorkshire, eight in South Wales, and nineteen belonging to the metropolitan district. The remaining fifty-four are institutions in the eastern and east central counties of England. All, except three, were visited with a view to annual grants.

Two-thirds of the whole number were *mixed* schools, to the statement of which fact it would be unnecessary to append the remark, that by far the most efficient schools which have come under my notice are those possessed of separate departments for boys and girls, were it not that I have found an idea more or less prevalent that mixed schools are in themselves, and as compared with departmental institutions, desirable. As the only practicable machinery often for the education of a particular locality, doubtless the benefit they confer is great, and the success by which they are attended considerable; but, so far as I am able to judge, that success seems to be limited to a certain standard, beyond which, in the scale of excellence, they rarely proceed, and which appears to be reserved for the greater elaboration and detail work of departmental teaching. The spectacle, therefore, of a successful mixed school—there are many that might be so described—should not lead persons to suppose that success attributable to its particular form or constitution; they will form a more correct estimate of its relative value by considering how much more effective it might be made, and what still greater results it might accomplish if it could command the more perfect organization and training of which departments allow. There is one feature in the mixed school upon which, as in the question of expense, it is often overlooked, it may not be inopportune here to remark, this is the necessity of having a class-room. However desirable it may be in all cases for a teacher to have it in his or her power to draft off into a separate room

Mixed
schools.

a particular class or section for purposes of separate instruction, where the organization is that of a mixed school, such a resource becomes indispensable to the maintenance of good order and school discipline. To these, the presence at the same time, and in the same room, of the girls engaged in sewing, and the boys occupied with their ordinary afternoon studies, is injurious in the highest degree, indeed it would seem to amount almost to an impossibility to prevent their mutually distracting each others attention, and retarding each others progress. Such is the tenor of representations made by many very worthy and painstaking teachers, and their truth will be admitted by all who know by experience the difficulty of retaining, under any circumstances, the attention of an assemblage of children, and the comparative trifles by which their attention is diverted. For the sewing class, therefore, conducted during the afternoons for the instruction of the female members of the mixed school, a class-room appears to be indispensably necessary.

Class-room*.

The great benefit accruing to a school generally from the addition of a class-room, as it has been strongly urged of late, has been extensively recognized by managers. I have found from inquiry that many such additions have been made in schools belonging to my district within the last year; and in alluding to this, as well as the improvements recently made in the internal fittings of many others, I cannot refrain from bearing testimony to the great willingness expressed by managers generally to come into your Lordships' views on such points, and the invariable courtesy with which they have listened to suggestions made respecting them.

School-fittings.

The desk accommodation of existing schools is apparently undergoing a gradual reformation. The old-fashioned double desk, which, by bringing two scholars in close proximity, face to face, is in the highest degree provocative of inattention to study, is by degrees vanishing; only two schools remain of those to which this report relates where the disposition of the desks seems to me seriously injurious to the maintenance of good order, and these, I have reason to believe, will become the subjects of a suggested alteration before my next visit. Newly erected schools naturally have the advantage of later experience in matters relating to their internal arrangements, than which, with hardly any exception, nothing can be more satisfactory. I have almost uniformly found that, where a group of desks of any depth crosses the school-room in lines of any considerable length, the centre of the group becomes the nucleus of a very disturbing amount of noise and disorder, a result of its comparative inaccessibility from either the side or in front,

and that the discipline is invariably good in proportion as the school is broken up into separate and manageable groups, ranged parallel with the side walls of the building. This might, perhaps, be conceded, and yet it might be said that where, as is often the case, there is but one teacher, it is a matter of necessity, not of choice, to retain the school in the shape in which it can be most completely brought under the eye of one superintendent. There is some truth in this objection; but I cannot but think that the arrangement in distinct lateral groups, superintended, in the absence of pupil-teachers' assistance (which is the true solution of the difficulty), by such monitors as the school can afford, is superior to one which seems radically incompatible in the good discipline.

The certificated teachers employed in those schools of my district of which this report treats, and amounting to fifty-six in number, constitute upon the whole a body of painstaking and efficient educators. The zeal with which, with rare exceptions, they work is truly commendable, and the real interest which I have found the generality of them to take in their profession, promises well for their success. It is sometimes said that there is a danger of requiring too high a standard of attainments in the certificate examination, that to train the master of an elementary school so highly as at the present day, and to elevate him in point of knowledge so immeasurably above his scholars, is at least unnecessary, or an outlay of trouble and expense without a corresponding advantage. The fallacy of such views may be demonstrated, not so much by pointing out the advantages which accrue from this high degree of intellectual superiority on the part of the master, although it were easy to do so, as by observing the invariably mischievous effect of his deficiency in any important branch of instruction. Marked deficiency of this kind is not slow to communicate itself to the school, and is discernible throughout, from the instruction of the lowest classes to the papers worked by pupil-teachers. Thus, for instance, where I have had good reason for believing a teacher himself deficient in knowledge of arithmetic, although in other respects fully capable of fulfilling the duties of his office, it has been easy to detect his special "weak point" in the work of the school, which has displayed throughout faulty and imperfect arithmetic. It is in guarding against such cases as these, by requiring the attainment of a certain standard in all essential branches of instruction, that the value of the examination consists; and an examination which will ensure this will always in some quarters incur the charge of demanding too much. That the system is working satisfactorily, and turning out over the

Certificated
teachers.

length and breadth of the land a body of competent teachers, capable, by reason of their standing and acquirements, of exercising a most salutary influence over those with whom they are brought in immediate contact, appears to me, so far as my experience goes, to admit of no doubt. I have been pleased to observe the high position which they seem to occupy in the sphere in which they are placed, and which the duties belonging to their important and honourable office fully entitle them to assume. Nothing is more important than that by frank and friendly conduct and conciliating manners they should endeavour to win the confidence of the parents of the children who attend their school, for upon this does their future position, both for their own comfort and for their usefulness to others, in no slight degree depend.

Defects in
method of
teaching.

The method of teaching, however, as pursued in the elementary schools which have hitherto come under my inspection, seems to me to call for mention as defective in one or two particulars. In the first place, there is a tendency on the part of many teachers to rest content with cramming fact after fact on the apprehension of their classes, instead of endeavouring to some extent to exercise their thinking powers, and *elicit* knowledge, a slower and less showy process of instruction, but one which is likely to be of far more lasting advantage; even in good schools this is more or less observable, and the reason of it is not difficult to arrive at, when it is considered how much a master's local reputation depends on mere display. An argument may, perhaps, be found for the method on which I have animadverted in the plea, that as a child is likely to remain so short a time at school, the best course under the circumstances to be adopted is to pour in as much information as possible during the time of his or her attendance at school, in the hope that at least some portion of it may remain and be of future profit. That in some instances this may be the case may be admitted; but it must be also admitted, unhappily, that such instances are comparatively rare, and that experience goes to prove the fleeting and utterly unsubstantial nature of a mass of crude and immature instruction, which a few months serves in most cases to scatter to the winds; even granting that there are cases in which ultimate advantage has resulted from this course, it would hardly seem advisable to form and shape the method of instruction to meet cases which, as compared with the general result, are a minority and an exception. This defect has repeatedly obtruded itself on my notice in the course of my examinations, *vivâ voce*, of the different classes of elementary schools. Ask an elaborate string of dates, or a question involving a considerable amount

of technical knowledge, and you are more likely to get a correct answer than if a far simpler question be proposed which requires ever so slight an exercise of thought or reflection.

2ndly. There seem to be comparatively few schools where the gradation of studies appears satisfactorily understood. It is difficult to trace any principle by which teachers are regulated in working the various branches of instruction, or to recognize any standards which they propose to themselves as guides in this important matter. Thus, in arithmetic I have found the rules taken in various order, and numeration, or the knowledge of the worth of numbers, is often left to shift for itself, or is made the subject of special instruction for a more advanced class, instead of the basis of all arithmetical instruction in the school. There does not seem to be any definite idea of the age at which a child should be first introduced to the elements of geography or grammar, or be transferred from an exercise upon a slate to writing in a copybook. Doubtless the working of the school must to a certain extent be conformed to the circumstances of the scholars who compose it, and these may from time to time necessitate some modification of any pre-conceived notions on this subject, however correct in principle. At the same time, in the absence of any definite rules for guidance in the abstract, indiscriminate and haphazard arrangements are often adopted, and it not unfrequently happens that from a mistaken consideration for the feeling of the child or its parents, mere age or standing in the school is taken by the master as the criterion in the work of classification, and a place in a particular class is assigned him for which he may be confessedly unfit. In one school recently visited, out of 116 children, I found only ten working in a geography class at all, although there were many present who appeared to me to be of an age to be introduced to its elements; and these ten, who alone were selected as fit subjects for geographical instruction, had apparently not begun at the beginning, but had reached, *per saltum*, the geography of particular countries. Here there was no preparatory instruction in the elements, leading up by a natural extension to the lesson on England or Europe, and to the absence of this was attributable the vague and unsatisfactory character of the answers given to questions upon this branch of examination. It is true that this is an extreme case, and that the specimen of school which I have taken is not a favourable one; it will serve, nevertheless, to point out what appears to be a defect of method very generally prevalent, and

to the remedy of which the attention of teachers should be earnestly directed.

3rdly. The aspect of many schools warrants a caution to teachers against a temptation to which they are exposed, namely, of sacrificing, more or less, essentials such as reading, writing, &c. to the desire of reaching by a short cut the more showy and interesting branches of instruction. There cannot be a graver or more radical defect than this, which seems to me to disentitle a school altogether to a favourable report. It is happily very rarely the case that a schoolmaster intentionally and wilfully so neglects his duty; but may he not be unconsciously tending in practice in that direction? Is it not sometimes the case that the lower part of the school is more or less sacrificed to the first class? Masters, where this is the case, need to be reminded of the composition of that first class on which they set such store. Is it not being continually drawn from that part of the school which is being practically neglected, and is it likely that the fabric of instruction, resting on so unsatisfactory a grounding, will long survive, or be of permanent utility? An injustice is done to the many, with but small profit (if any) to the few. It is possible that a teacher may honestly imagine that he may extend the range of his "time-table" in certain ways, without causing thereby any deterioration in the quality of instruction given to the juniors; but it would be well if all who occupy that post learnt to form a correct estimate of the limit to which they may go in *less* essential studies, due regard being had to the attainment of a certain standard in fundamentals, and to make the latter the condition and measure of the former. An additional reason (were any wanted) for insisting strongly on the importance of essentials, such as geography and history, are far the most palatable to the children themselves, and that they gladly escape from the drudgery and sameness of elementary instruction to the excitement and novelty of a gallery lesson on one of those subjects. It is therefore the more necessary for the teacher, taking this into account, to repress the eagerness of his scholars to arrive at the instruction which they themselves prefer, and so to adjust it with what is rightly considered more essential, as to run no risk of its undue preponderance.

Pupil-
teachers.

The number of pupil-teachers in that portion of my district hitherto inspected amounts to 103. I have already alluded to one indirect advantage consequent on the introduction of pupil-teachers into an elementary school, namely, its permitting

an arrangement of desks, which alone, as it seems to me, is compatible with the maintenance of really good discipline. But this, though an important one, is only one of its beneficial effects. It is impossible to visit in turn schools where the teaching power has been so augmented and where it has not, without instituting a mental comparison between the two, and bearing testimony to the wholesome revolution which a grant of this kind appears to produce in many more ways than in its affording increased facilities for raising the standard of the instruction and discipline. Indirectly, the influence of the pupil-teacher, if exercised to its full legitimate extent, is invaluable, and shows itself in increased attention on the part of the scholars generally to cleanliness, propriety of bearing, and liveliness of manner. The degree in which so desirable a result is accomplished depends, of course, to a great extent upon the amount of character or prestige which an individual pupil-teacher may possess; but as a body, all stand high in character and conduct, and the happy effects of their introduction are almost universally noticeable. Two points, which have suggested themselves to me in the course of the examinations of pupil-teachers, appear to call for remark. 1.—They do not seem sufficiently aware of the value of a paper worked *within a certain given time*. As this, the correct accomplishment of as much as possible *within a prescribed period*, is the essence of the test of their ability, it should be insisted on, and rigorously observed in the quarterly or other examinations, to which they are in most cases subjected by the master in the course of their apprenticeship. The time within which a paper is worked is a great element for consideration in appreciating the precise degree of merit to be attached to such a performance. It needed, a constant spur, in most of the examinations which I have held, to prevent the pupil-teachers from falling greatly behindhand with their work; and the papers have often had to be called for in a state of incompleteness which I cannot but think might be obviated by an habituation to a more judicious management of the time allotted upon such occasions. 2.—The importance of the art of teaching, as an object of study, does not appear to be sufficiently recognized. Either from regarding it altogether as a natural gift, or as being, from its very nature, less clearly defined than their other studies, it does not practically stand on the same footing of importance with them, or occupy that continual attention which it deserves. That part of a pupil-teacher's examination which is involved "in teaching a class in the inspector's presence," is also the part upon which, speaking generally, the rarest commendation can be bestowed. And

yet, as being of paramount importance, and also constituting a study in which at all events a secondary degree of ability may be attained by any one who earnestly devotes himself to its acquisition, not only should great stress be laid upon good teaching, relatively to proficiency in other branches of science, but it should be made the object of a pupil-teacher's constant attention, and on a par with other subjects, enter specially into the instruction given to his apprentices by the superintending master.

Assistant-
teachers.

Of assistant-teachers I am not in a position to say more than to express my belief that they might be most usefully employed in many schools which may chance to be debarred by circumstances from receiving additional teaching power in another form. In only one school have I hitherto found the master supported by an assistant-teacher; but there are many institutions which would gladly avail themselves of this kind of aid, if the supply were more equal to the demand. It would be especially desirable to find them more extensively employed in recently-opened schools; where the low standard of attainments, or the youth of the scholars, often preclude a grant of pupil-teachers, although the numbers render it difficult for the master to deal effectively with them single-handed, and warrant his seeking assistance in his duties.

Character of
instruction
in inspected
schools.

In glancing at the character and condition of the instruction in schools which I have hitherto had an opportunity of visiting, I may, perhaps, be permitted to make one or two observations. Although upon the whole this is decidedly satisfactory, I should be glad to draw attention to a few particulars, affecting principally the most *elementary* parts of the instruction. And in the first place I regret to notice the imperfect character of the *reading* prevalent in many schools. Take, for instance, a class of children reading "Easy Narrative." It wants time, and patience, and constant habituation, to bring such a class to read even decently well. A teacher is apt to conceive that all is done when the majority succeed, with more or less effort, in pronouncing the words of the lesson, one after another, without spelling them. Few appear to set sufficient account on the other elements of which reading, to be really good, must be composed; such as absence of hesitation, correctness of accent, and above all clear and audible articulation. Cases in my district, where reading has involved all this, have been comparatively rare; and I have found in the course of my visits of inspection nothing more annoying than the indistinct mumbling which in many schools passes current for reading. No doubt it may be said, that on such occasions the children are unusually timid, and that consequently they do not do

themselves justice. To a certain extent they may be affected by the presence of strangers; but the effects of shyness are distinguishable from slipshod inarticulate reading, and I have uniformly observed that where a higher standard of reading has been exacted, and attention bestowed upon it as a special and important branch of instruction in itself, and not as it is too apt to be regarded, merely the vehicle to more advanced studies, such training has, at times of inspection, in spite of their feelings, invariably stood the scholars in good stead. Again, take numeration. In no one particular is the instruction of elementary schools, so far as I have had opportunities of judging, oftener defective. I have already observed on the fact of its rarely appearing to occupy a definite place in the teaching of arithmetic. The first and second classes will probably understand fairly well the principles of numeration; but below these, although the requirement be proportionately diminished, the children's ideas on the value of figures will be too often vague and misty, and in many instances, totally worthless. And as it is generally the case, that a sound knowledge of arithmetic varies with the amount of time devoted to the conveying intelligent notions on numeration, one might reasonably anticipate, were a good foundation for the study more rigorously insisted on, a sensible improvement in the general aspect of that branch of instruction.

I am led by this remark upon a feature presented by the arithmetic of many elementary schools, to make a further observation on the unsatisfactory character of much of that worked *by females*, as well as its limited extent. With regard to the latter point, it has been rather the exception to find them aiming at more than the compound rules. That in this branch of instruction they should display an inferior capacity to that of the generality of boys is to be expected; but their knowledge of it, however humble, should at least be sound and correct. At an examination in arithmetic it often happens that children, especially females, do themselves an injustice through inattention. They often fail to copy *correctly* on their slates the sum set on the black-board, or else in taking down the sums for addition or subtraction, or whatever may be the proposed exercise, they omit to leave sufficient space between their figures, and consequently all soon becomes confusion. If teachers were aware how often an indifferent report upon arithmetic may be attributable to these circumstances, it might induce them to cultivate among their scholars a greater habit of attention, the lack of which is testified by this, among other instances, in a marked manner. If comparatively deficient in arithmetic, a superiority is dis-

played by females in certain points. They make quicker progress in reading and writing ; and in mixed schools, especially in rural districts, often infuse a salutary amount of liveliness and vivacity into the ranks. On their writing generally I cannot refrain from making one remark. It seems to be an almost universal practice, while boys' are taught to write *round* hands, to cultivate among girls a *pointed* style of writing. I cannot see any good reason for the distinction ; and it too often results in a girl's acquiring a style of writing which, with a certain pretension to ease and elegance, is in reality ill-formed and indistinct. The amount of time given to needlework varies more or less. I have found it to consist of three afternoons out of the five, as well as of the whole five of the school week. I should hardly think that the latter proportion is too large, when the extreme importance of this part of a girl's education is considered ; unless indeed, under special circumstances, it may be advisable to devote more time than this arrangement would permit to raising the standard and tone of instruction in other branches. In the selection of the *kind* of industrial work upon which to employ their female scholars, both teachers and committees appear to exercise a sound discretion ; and the proportion which in this exercise the ornamental usually bears to the useful is happily small.

Miss Martineau's industrial school.

I have had in the discharge of my duties to visit only one professedly industrial school, that supported by Miss F. Martineau at Norwich, for the training of girls in the various branches of domestic labour. In more ways than one this institution may serve as an example to others, who may agree with this lady in thinking that an early acquaintance with her various home duties forms an all-important part in the education of a girl ; and in none more than in its perfect unpretentiousness and the consistent manner in which the notion of an experiment on a grand scale is throughout discarded, and all attempt at external show sacrificed to reality. Two houses of moderate dimensions have been knocked into one, and in these premises the various processes of household labour are conducted. The industrial work embraces washing, and (to some extent) cooking, and general housekeeping. The appearance of the house, for which the girls, under the superintendence of a matron, are wholly responsible, does them great credit. A most complete routine of household work is provided ; the floors have to be scrubbed, the different rooms to be dusted, the kitchen, with its appliances, to be kept neat and in scrupulous order, preparations for meals to be made, everything to be kept in its proper place ; in fact, there are all the various details of housekeeping, forming a most invaluable

training, in the course of which, a stock of experience may be acquired, which if turned to proper account, may make the comfort and happiness of their future homes. All this is managed in so simple and yet orderly a manner as not to interfere with the operations of the school for ordinary instruction, which is held in another part of the premises. From this a certain number of the girls are drafted, some in the morning, and others during a portion of the afternoon, for the various work that has just been described. Altogether it would be difficult for a visitor to imagine that he was not in an ordinary dwelling-house, and the operations those of any domestic premises. This air of reality, by which the whole is pervaded, is calculated to have an excellent effect upon the minds of the children ; they are led to do the work, not for the sake of any display, but just as though they were in their own homes ; and habits thus almost unconsciously acquired appear more likely to stick by them in after-life, than exercises which often owe the spirit with which they are sustained to the stimulus of personal vanity. One particular in which this institution would seem to promise well merits a word of special notice. The intellectual instruction of the school appeared to be in no degree impaired by the attention and time devoted to instruction of another kind. The admission of other educational claims has not occasioned any appreciable deterioration in the quality of the more ordinary and established studies. On the contrary, they appear to proceed *pari passu* with mutual success.

No night school has as yet come under my official observation ; but an arrangement in its nature I rejoice to find existing in some places in the evening classes of the Mechanics' Institute. Where without any direct or formal connexion between such an institution and the school, it is yet possible, by means of these classes, practically to continue the education of boys withdrawn prematurely by circumstances from the day school, such an attempt seems calculated to have an excellent effect. At a time when so much is heard of the embarrassment in which the work of education is involved by reason of the early age at which the elementary school is left, it is encouraging to find any measures palliative of the prevalent evil adopted with even a moderate share of success. At Buxton, in Derbyshire my attention was specially invited by the authorities of the Wesleyan school in that town to the evening classes, held at the Mechanics' Institute, both for adults and for juveniles. Among the latter are found as habitual attendants several boys who are still at school, and these, as might be supposed, are either the cleverest, or at least those who are most anxious

Evening
classes.

to learn ; for this extra attendance serves as an indication of the interest with which they work, and the real desire they have to make progress. But it is not for these, or as a mere supplement to the course of study in the day school, but for those who are debarred from the advantages of that training which a continuance at school during a certain number of years can alone afford, that these classes are mainly intended. We do all we can, says Mr. Robert Duke, the worthy Secretary to the Wesleyan school at Buxton, to get the boys who leave school to join the institute classes, and that these efforts have met with an encouraging amount of success may be inferred from the statement made in reference to them in the annual report of the institution, from which it appears that during the winter of 1856, there were in all four classes, conducted in the evenings, drawing, music, arithmetic and writing, grammar and geography, and that these numbered as attendants, in varying proportions, no less than 23 adults and 65 juvenile pupils. "These classes," continues the report, "have for the most part been well attended, and although it is to be regretted that there are not more of the adult members attending them, the Committee feel sure they are doing the town a real service." A result so considerable, attending an experiment only recently started, warrants the anticipation of an increased success from the continued exertions of the Committee in this matter during the period of the present winter.

Home lessons.

Home lessons are employed with great advantage in many of the schools within my district. I have been surprised to observe the apparent regularity with which they are enforced. Where practicable, such an encroachment of school influences upon the homes of the children is attended with most satisfactory results ; and apart from its value as a means of ensuring some degree of preparation for school hours, it serves as a test and criterion of the amount of interest and heartiness with which a scholar works. The idle boy will do an exercise of this kind in a slovenly and perfunctory manner, while the really studious one will show pre-eminently by the tenor of his work, when not under the immediate eye of his teacher, that his lessons are regarded not as an exaction to be barely paid, but as the greatest benefit to himself, to the advantage of which he is fully alive. Such an arrangement has all the value which attaches to those which involve a certain amount of co-operation on the part of the persons taught ; and the more instruction can be put in this light before the young, as a course of self-improvement, rather than the imposition of a series of tasks, the more sound and lasting may be anticipated

the results. At the same time, with reference to home lessons, due allowance should be made for the circumstances of many homes ; and care too should be taken not to require too much under this head. Such lessons should be short and precise ; and may with advantage consist either of an epitome of some portion of the past day's work, or of preparation for some part of the instruction of the ensuing morning. With *one* of these two they should not fail to be taken in connexion.

I have found considerable misapprehension prevalent as to the application of what is termed the half-time system to the agricultural districts. It has been conceived in many quarters that boys who *happen* to divide their week's work between school and field labour, although such alternation be regulated on no approved scheme, or indeed any scheme at all, are yet entitled by the recent change to the remittal of half the attendance required under ordinary circumstances for a capita-
tion grant ; on the other hand, no instance has come under my observation where managers have availed themselves of the provisions of the Extending Minute, as rightly understood, nor when its true purport has been explained to them, has it appeared to them feasible to make arrangements in conformity with the rules which your Lordships have upon this point laid down.

The taste for drawing appears to spread among elementary schools ; I have visited several where the scholars receive instruction in it, and draw really very creditably. At present, however, it is a study depending mainly on the taste entertained for it by each individual teacher. When it actually forms a part of the instruction provided, care should be taken to keep a study so tempting and attractive to many young persons well subordinate to essentials, and in such cases it may with propriety be made to a certain extent conditional upon a satisfactory completion of other more important school work. But it is not uncommon to find it proposed as a study altogether out of school hours. With regard to the pupil-teachers, they appear to avail themselves largely of the opportunity for examination which the inspector's visit affords. For one circumstance, however, I am somewhat at a loss to account, namely, the rarity of any female pupil-teacher's attempting a *drawing paper*. While alluding to this branch of examination, I am tempted to make another observation. It has been very generally felt that the time prescribed for the working of such papers, one hour, is insufficient, and I have had in numerous instances to call for the paper in a state, as it has appeared to me, so far from complete as hardly

Half-time
system in
agricultural
districts.

Drawing.

to serve as a specimen of the candidate's style. It is with the greatest submission to the authorities competent to indicate a rule upon this point, that I venture to represent the desire which is entertained in many quarters, that a longer time were accorded to the working a paper in freehand or geometrical drawing.

Conclusion.

I will conclude this report by briefly summing up the general result at which the limited experience of a few months has enabled me to arrive. In the larger towns of my district hitherto visited, I have found, upon the whole, schools efficiently conducted, such as the British schools (for boys) at Ipswich and Wisbeach, institutions which in their present condition are the result of the sustained efforts of active and energetic teachers. But in many of the smaller towns, and most of all in villages, there is necessarily a great falling off observable. Here there is often so much competition, and so limited a supply of scholars, that unless a teacher works with more than ordinary zeal and determination, local circumstances often get the better of him, and the school appears more or less to languish. The spectacle of a thoroughly efficient village school (of the class which comes under my inspection) is comparatively rare; but though at present rather the exception, I am glad to think that there is a prospect of the number of institutions so to be characterised rapidly increasing. The great educational movement made by the Wesleyan body in Lincolnshire, and the chain of admirably appointed village schools, which have been recently opened by them in various parts of that county, are symptomatic of a step in that direction. Above all, it is necessary that teachers intrusted with schools of this kind should work with unflagging energy and resolution. It is possible that some may entertain an idea that a village school is a field hardly worthy of their exertions; that even professional success in it is not likely to be so warmly appreciated as to make it worth their while to devote their whole powers of body and mind to incessant drudgery; may, in fact, pine for what is called a "larger sphere." It may conduce to alter their estimate of the importance of the post of village schoolmaster, when they reflect that such a position requires precisely those very qualities which they are proposing to devote to a sphere more congenial to their ambition. To work comparatively alone, and in the face often of opposition or discouragement, requires, if anything does, that energy and vigour which they are conscious of possessing; to dispel prejudice, and win the confidence of the neighbourhood, calls for tact and judgment in the highest degree. Thus, whether it be

viewed in respect of the important nature of its duties, or with reference to the amount of appreciation which in the long run it is sure to conciliate, when worthily filled, such a post is one which the ablest man may well undertake.

I have the honor to be, &c.

CHARLES ALDERSON.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY C. H. ALDERSON, Esq.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children								Number of Certificated Teachers.	Number of Pupil-Teachers.	
		No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.	In Average Attendance.				For whom accommoda- tion is provided, at 8 square feet of superficial area per Child.
			Boys.	Girls.	Infants.	Mixed.		Male.	Female.			
Annual Grants	85	36	24	15	44	7,275	4,487	7,026	4,005	18,143	97	218
Simple Inspection	5	1	1	—	8	197	66	197	60	338	—	—

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants	4'39	6'14	9'16	11'86	12'24	13'15	12'51	10'94	8'84	6'06	3'36	1'05
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants	45'11	21'73	13'24	8'68	5'91	4'33
Simple Inspection	—	—	—	—	—	—

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys and Girls' Schools, and does not include Infants.)

Number of Schools out of 109 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.	Are reported to be taught						
		Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.		
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading . . .	102	5	102	5	—	—	—	—
Writing . . .	101	5	101	5	—	—	—	—
Arithmetic . . .	102	5	99	5	3	—	—	—
Geography . . .	100	5	97	5	3	—	—	—
Grammar . . .	97	5	92	5	3	—	—	—
History . . .	89	5	77	5	3	—	—	—
Music from Notes	—	1	—	1	—	—	—	—
Drawing . . .	3	—	3	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are		Furniture is		Books are		Registers are kept		Apparatus is		Discipline is		Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately. Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Good, or Fair.	Moderate. Imperfect or Bad.	Excellent, Good, or Fair.	Imperfect or Bad.	
Annual Grants .	115	3	114	2	95	19	4	114	2	111	6	113	5	109	-
Simple Inspection	5	-	5	-	5	-	-	4	1	5	-	5	-	1	-

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by the Managers, of 80* Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 207 14 9	£ s. d. 3,709 1 2	£ s. d. 4,616 13 7	£ s. d. 946 18 0	£ s. d. 9,682 7 6	£ s. d. 6 17 7½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 85* Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in average Attendance in Schools to which Summary d.† relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 7,131 11 6	£ s. d. 649 14 5	£ s. d. 2,494 8 0	£ s. d. 10,275 13 11	£ s. d. 0 18 8½	10,000
Simple Inspection	—	—	—	—	—	—

* The number of Schools inspected during the year was 90; but from 5 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY e.
Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary em- oluments (including Government Grants and all professional sources of income)	Annual Grants .	90 9 8	59 10 7	63 1 7	37 13 6	50 6 8	35 16 0
	Simple Inspection	—	—	—	—	—	—
Number on which ave- rage is taken . . .	Annual Grants .	79	11	30	6	7	7
	Simple Inspection	—	—	—	—	—	—
Number provided with houses or rent-free .	Annual Grants .	28	—	4	1	—	3
	Simple Inspection	—	—	—	—	—	—

SUMMARY f.
School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	83	14,837	31.74	41.53	31.24	13.2	3.29
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, T. W. M. MARSHALL, Esq., on the ROMAN CATHOLIC SCHOOLS inspected by him in the SOUTHERN DIVISION of GREAT BRITAIN.

MY LORDS,

Change of district.

THE subtraction of three important counties from my district during the past year has reduced it to more convenient dimensions, and afforded me much relief. The county of Stafford has been added to Mr. Stokes' district, while the counties of Derby and York now form part of the field of labour assigned to Mr. Reynell Morell. That it was expedient to reduce within narrower limits the portion of work allotted to me is sufficiently evident from the fact that notwithstanding this reduction, I have been able, between August 1856 and August 1857, to inspect a larger number of schools than in any previous year. The total number of schools visited by me during that period was 127, containing 226 departments. This is probably the full extent of work which I can reasonably hope to accomplish within the same interval, so long as twenty-two weeks of the year are absorbed, as was the case during the past twelvemonth, by the examination of training colleges, the revision of papers, certificate examinations, general reports, and other unavoidable deductions from the time devoted to actual inspection.

Further limitation necessary.

In consequence of the steady increase of annual grant cases in my district, and especially in London, it has become necessary for me to solicit a still further limitation of my sphere of labour. I have accordingly proposed that the county of Warwick, of which the actually inspected Roman Catholic schools afford about six weeks' occupation to the inspector, should be removed from my district and appended to that of Mr. Reynell Morell. The grants to schools and teachers in that county become due in the month of March, while it is impossible for me to complete my work in London before the month of May. Serious inconvenience would result to the public service from the continuance of such irregularity, which would involve a delay of more than two months in the payments to all the schools in my district out of the metropolis. The necessity of the proposition which I have made, and the grounds of it, have been stated to your Lordships' Secretary.

Increase of schools in London.

The number of Roman Catholic schools in London and the immediate neighbourhood now in receipt of annual grants, including a few which have hitherto only invited simple inspection, already approaches sixty; and, as there are still many

which I have not visited officially, but of which the managers will probably not always reject advantages almost necessary to their further progress, and of which the acceptance has been recommended by authorities whom they respect, I may anticipate that this number will shortly increase to eighty. When this maximum has been attained, I shall have barely three months in the year available for the inspection of schools out of London; and it will, of course, be impossible for me to retain my present district, which, in spite of successive deductions, still extends from the Humber to the Land's End, and from the North Foreland to Milford Haven.

A new element of labour, of a peculiar kind, has also been created in my district during the past year, and is sufficiently important to require special notice. Reformatories of two classes, the one recognised by the Secretary of State, the other supported without public aid, have been recently established; whilst industrial schools, founded with a special object, which it will be expedient to describe minutely, are coming into existence, and may be expected to increase in number. I beg permission to offer some remarks upon both these classes of institutions, especially in their relation to the more general question of primary education, and the valuable illustration which they will be found to afford, both of its improved character and of the more durable and auspicious results towards the attainment of which it is gradually contributing.

Of reformatories, either aided by grants and sanctioned by the Secretary of State, or supported without such assistance, there are now in my district *seven*, some of which are on a large scale, and present features of great interest and importance. The following table shows at one view the number of inmates in each of them, and the amount of aid granted by the Committee of Council, but not that which was received from the department of the Secretary of State. The grant to number 6 on the list is suspended, and that to number 7 refused for this year, the magistrates' certificate being deemed insufficient to determine its character.

Name of Reformatory.	No. of Inmates.	Grant from Parliamentary Fund.
		£ s. d.
1. Mount St. Bernard's Agricultural Colony - - - -	215	773 4 5
2. Blyth House, Hammersmith - - - -	72	134 13 5
3. Arno's Court, near Bristol - - - -	70	112 3 8
4. Asylum of the Good Shepherd, Hammersmith - -	113	247 11 9
5. Brompton, St. Martha's - - - -	10	123 7 10
6. Kensington, Vicarage Place - - - -	39	—
7. Handsworth, St. Mary's - - - -	41	—
Total - - - - -	560	1,391 1 1

The first four named in the above list are institutions of so much importance, and exhibit features of such striking interest, that I cannot refuse myself the pleasure of briefly noticing the character of the work in progress in them, and the share which the modern methods of elementary instruction have in accomplishing it.

1.—*Mount St. Bernard's Agricultural Colony.*

Accommodation.

Since the date of my visit to this reformatory, 4th of May 1857, the number of inmates has increased to 300, though some have quitted it during the interval, who, I am informed, are giving entire satisfaction in the various employments to which they have been admitted. It is proposed, I believe, eventually to increase the accommodation, if the requisite funds should not be wanting, so as to receive 500. Out of the whole number actually present in May, the following account was furnished to me, with respect to their state of instruction at the time of admission.*

Able to read.		Able to write.		Able to work sum.	
Not at all	- 84	Not at all	- 100	Not at all	- 92
Imperfectly	- 68	Imperfectly	- 95	Simple rules	- 100
Fluently	- 53	Well	- 10	Compound do.	- 13
	<u>205</u>		<u>205</u>		<u>205</u>

Character of instruction.

The time which was at my disposal for the examination of the schools did not enable me to do more than ascertain the general character of the elementary instruction. I found that, besides reading, writing, and arithmetic, it included, grammar, geography, music, and popular astronomy. About twenty of the boys were able at that date to sing ecclesiastical music. But what appeared to me far more important than the actual machinery for conveying secular instruction was the firm conviction entertained, and clearly expressed, by the superior, of its immense value as a subordinate instrument of reformation, and as an agent in preparing the heart and mind, the conscience and the intellect, to receive the lessons of a higher order, which it is the special work of the institution to impart. It was a real gratification to find that authorities so grave and so competent fully recognised the necessity of cultivating the mind in order to exert a more powerful influence over the conscience, and earnestly disavowed all sympathy with the trivial and chimerical notion that it is possible to teach religion with full success to masses of ignorant and corrupt scholars without an attempt to dis-

* Ten of them had not been committed by a magistrate's warrant.

cipline the understanding. They are evidently of opinion that the intellect should be employed as an auxiliary in so difficult a work, and that it would be simply irrational to neglect it. They endeavour, therefore, to educate the faculties of reflection and judgment, and even to stimulate, within prudent limits, the exercise of comparison and analysis. I will add at once that the same principle seemed to be heartily adopted in all the reformatories which I have visited.

With respect to the particular institution to which I am here referring, I am fortunately relieved from the responsibility of expressing any personal opinion. The testimony of authorities far more capable than myself of estimating its character has been freely given, after personal investigation, and appears to be perfectly uniform. The Rev. Sydney Turner, of Redhill, the Rev. Thomas Carter, Chaplain of the Liverpool borough gaol, Captain Mitchell, Governor of the Salford House of Correction, William Harper, Esq., Town Clerk of Bury, and many other competent judges, have recorded in terms of praise their opinion of this institution, of the qualifications of the teachers, and of the remarkable results obtained by their skilful and generous labours. They have been impressed, I believe, with the striking and hitherto unexampled fact, as I am informed, in the history of reformatories, that, large as is the number of inmates, and though escape is perfectly easy at all hours of the day, *every one* of the delinquents is at this moment safe within the "Colony." It should be added that some who will shortly have completed their time have requested permission to *remain* in the reformatory, preferring its firm but gentle discipline to the liberty which they have learned to fear and ceased to desire.

I ought not to conclude these observations without referring to one more authority, whose verdict in such a case will be deemed decisive, and justify the aid which your Lordships have hitherto given, or may hereafter extend to this valuable institution. The colony was visited in the month of May by M. de Metz, who has recorded in writing his opinion, which I am authorized to quote. After stating that he has visited it in all its details, "*avec un vif intérêt et une vive émotion*," the eminent director of the *Colonie de Mettrai* adds, that, he anticipates with confidence "*tout le bien qui se réalisera pour l'avenir, ayant pu me convaincre de tout le bien qui a déjà été obtenu.*"

A considerable number of reports on the Mount St. Bernard's Agricultural Colony, addressed by visitors of various classes to public journals and reviews, are before me; but, however interesting and valuable they may be, I should hardly be justified in asking permission to notice them in this place. From

one only, published in the *Liverpool Mercury*, in July 1856, I will venture to extract a few lines, because of its special character. They are found in a report, equally creditable to his intelligence and good feeling, presented by an officer of the detective police, who had conducted from Liverpool some of the boys committed to this reformatory, and who remained long enough to scrutinize with a practised eye all its details, and to detect some of its characteristic features.

"About forty years since," he says, "there existed in Leicestershire a common, about three miles long by seven broad, called Charnwood Forest, the whole of which has since been inclosed, and most part cultivated. From the Coalville station a tolerable country road, about three miles, leads to the Abbey of Mount St. Bernard." His description of the abbey it is unnecessary to quote. "About 400 yards from the abbey stands a range of buildings resembling a large-sized farm-yard. . . . We visited several parts of the farm, which has very good crops of corn, hay, &c. A number of the monks were hoeing potatoes, and others preparing the ground for turnips. I counted twenty milch cows, about half that number of calves and horses, several carts, ploughs, and other implements of husbandry. The whole of the land belonging to the abbey is inclosed with a stone wall built without mortar. Considering the large amount of labour required to inclose and cultivate so large a quantity of land, a good deal of which had rocks which had to be blown up with powder before it could be ploughed, together with the erection of so noble a pile as the abbey and its appurtenances, the monks are entitled to great credit both for their industry and ingenuity. At present there are attached to the schools or colony, smiths', wheelwrights', joiners', tailors', and shoemakers' shops; the stables, barns, shippens, and stackyards; so that, in addition to learning the art of husbandry, the boys, during their five years' residence there, may get sufficiently initiated into any of those trades, and so, when discharged, earn an honest livelihood. The children are divided into three classes, according to merit, and distinguished by marks on the sleeves and belts of their blue cotton tunics or jackets. The highest is that of honour, the second reserve, and the third disgrace."

I may add here, on the authority of the superior, that, at the time of my visit, 131 out of 182 had been admitted to the "section of honor," the condition being freedom from every kind of fault during three consecutive months.

"The posts which the boys will be able to fill at the different seasons of the year, in cultivating their large tract of land, gardens, gathering fruit, rearing cattle, manufacturing implements of husbandry, articles of dress, and domestic utensils, will be not only industrial but also profitable employment, as well as healthy exercise and interesting occupation. It will give this colony a very great advantage over most kindred institutions."

Finally, after some extremely judicious remarks on the subject of religion, which he prefaces by the observation that he is "not himself a Roman Catholic," the "Liverpool detective" concludes as follows:—

"I beg leave to add that my long experience of a country life, and among the degraded classes in large towns, induces me to think that, if the advantages afforded to the boys at this agricultural colony, where there will always be a great number of monks, whose lives of piety, self-denial, industry, and cleanliness must make a deep impression upon the boys' minds, be extended to as many as the capabilities it possesses would easily permit, an incalculable amount of good must be unquestionably effected among the class of children for whom it is being established. There are found kind fathers and brothers, a comfortable home, good teachers, zealous instructors, virtuous associates. The best qualities of the heart are there developed,

its worst passions restrained, and its vices eradicated. The minds of the youths are stored with useful practical knowledge, their morals formed to a high standard, and their observance of an exact rule of life is strictly yet gently enforced by mild but firm discipline. Instructed in their religion, habituated to its practice, taught some trade as a means of obtaining their support, trained to labour and industry, all this must make them useful and honourable members of society; if it does not, I feel it difficult to say what human agency will."

I presume that no apology is necessary for these long but interesting extracts from the report of so unexceptionable and competent a witness; and I may venture to add that the noble work which is now going on in Charnwood Forest* deserves the sympathy and admiration, not of one class only, but, of all who are interested in the triumph of good over evil. Viewed even in its lowest aspect, as a question of social economy, it satisfies with extraordinary completeness the aspirations of the civil magistrate; for, whereas each child in a reformatory school will cost the country about 15*l.* a year, it was calculated by the late Mr. Rushton, of Liverpool, "that" fourteen young prisoners had cost the community about "2,500*l.*" And the Rev. J. Clay, Chaplain of the Preston House of Correction, "estimates that society loses by every" regular thief about 100*l.* a year, besides 62*l.* for the annual "expenses of prosecution and punishment." It is also most worthy of notice, as respects this particular institution, that its success does not depend, like that of so many others, upon the life of an individual, however gifted and energetic, but is attached to, and as it were inseparably connected with, that of a large community, the members of which will be perpetuated in a regular succession, acting always on the same motives, and guided by the same fixed and definite traditions. It would be superfluous to insist upon the obvious advantages resulting from this special feature of the institution, or upon the promise which it affords of solidity and permanence.

2.—Blyth House, Hammersmith.

This reformatory, which has now been in operation nearly two years, is under the charge of a community of *Brothers of Mercy*, whose labours in Belgium are well known and warmly appreciated, and to whose care reformatory prisons in other countries have lately been committed by their respective governments. The superior was long employed at the celebrated *Pénitencier de St. Hubert*, in Belgium, in which such unprecedented results have been obtained. An official document which has been placed in my hands declares of that establish-

After model
of *Péniten-*
cier de St.
Hubert.

* In the year 1837, during the scarcity of provisions, 36,000 persons received charity and hospitality from the hands of the same community which has subsequently undertaken, in addition to their other labours, the direction of the agricultural colony.

ment "*c'est à peine si l'on constate une récidive sur 140 " sortants."* A report, addressed the Minister of the Interior, contains the following statement with respect to those who have passed through it :—" Ils reviennent du Pénitencier avec " une éducation religieuse, scientifique, et professionnelle si " excellente que, sur ces résultats, on se prendrait à douter s'il " existe dans le pays des institutions libres comparables à cette " prison de St. Hubert." The experience acquired in this remarkable establishment is now being applied with the most gratifying results in the Blyth House Reformatory.

Illustrative
facts.

I shall content myself with citing a very few facts in illustration of the progress of the reformatory training, and of the solid success which is being accomplished under such happy auspices.* They were kindly communicated to me by the superior, and can hardly fail to be read with interest. I select only a few cases out of many, and may safely leave them, without comment, to tell their own tale. It seems expedient to employ the exact words of the report furnished to me, in which it is stated that "the majority of the boys on their entrance " exhibited an almost entire godlessness of mind and feeling," and many of them habits which it is impossible to describe.

a. " On the occasion of the exhibition of fireworks last year in the public parks, the parents of a boy called to ask the manager if he would permit him to go with them to witness this sight. As the boy had behaved himself very well, the manager had no particular objection. On the boy being called and informed of the manager's consent, he replied, ' I don't want to go unless one of the brothers will go with me.' Because they could not do so, he declined going, though urged by his parents."

b. " A boy was taken one day by a brother to the city, and, in coming through Oxford-street, a well-dressed lad came up to him and said, ' Well, Jim, how are you ?' The boy immediately turned to him and replied, ' Get away from me, I don't want to see you again.' The brother asked the reason of this conduct, when the boy stated,—' This is one of the boys who used to go out thieving with me, and I don't want to speak to him any more.' Had a serpent attempted to sting the little fellow he could not have resisted it with greater vehemence."

c. " This boy, about seventeen years of age and not baptised, the son of a woman of very bad character, had spent his whole life in the most wicked society. He stated he was *never in a church or chapel in his life*, and was as often in prison as out of it. On his first reception he tried to annoy everyone as much as possible, would laugh aloud during prayers, and refused to reply to any questions asked him. This course of conduct lasted about a fortnight, and was the cause of the exercise of much patience and forbearance, until one evening some general remarks were made respecting inattention at prayers by the brother conducting them, the brother purposely looking in an opposite direction from where this boy was kneeling. That night he called the brother to his bed in great distress of mind, said he wished to pray, but did not know any prayers. When asked if he had ever heard of Jesus Christ, he said he heard He was a great king. Since that time the boy has conducted himself in a most edifying manner, and is quite a pattern to the other boys. He is now preparing for his first Communion, and will make it in a short time."

d. " For many years this boy had been associated with a gang of the most desperate criminals, and had frequented the most disgusting haunts of vice. . . . A

* Perhaps I should state first that I found the elementary instruction, as I expected, conveyed with skill and judgment.

few days ago the following conversation occurred between him and one of the brothers." I omit portions of the dialogue.

"The Boy. 'Once I hated you and all the brothers; I could not bear the sight of you.'

"Question. 'What for, John; were we not always kind to you?'

"Answer. 'Oh yes, too kind; but you was good, and I was very bad.'

"Q. 'Well, but you are better now?'

"A. 'Yes, brother, I feel better at my heart. I would not leave the school for half of Hammersmith.'

"Q. 'Don't say so; I think you would.'

"A. 'Ah, you don't know what wicked and cruel sights I have seen.'

"Q. 'Holy Scripture says,—“The dark places of the earth are full of the habitations of cruelty.” You have dwelt in those dark places, my boy.'

"A. 'Yes, in Birmingham, and Leeds, and Bradford, and Liverpool, and Manchester. I hate the thoughts of it now. I used to steal and get drunk; I was the last in public-houses of a night, and then went to houses worse than hell. * * * I did not care about prison; I wanted to be transported. I was just the same when I came here. I tried all I could to run away, and get the boys to be as bad as myself. I hated to see your habits.'

"Q. 'Don't think of the past; look to the future. Make a resolution never to commit the least sin again, and thank God always for what He has done for you.'

"A. 'I can't help thinking about what I have been; I feel so different now; but I will always do as you tell me.'

"This boy has been twice to Holy Communion, and is one of our best shoemakers."

I will only add, as a decisive proof of the firm and vigorous control which has been acquired over them by their excellent teachers, that they are sent from time to time to London "to execute commissions, and have done so quite satisfactorily;" and that they often return through the fields from Fulham, Brompton, or from churches in various parts of London on Sunday evening, when it is quite dark, under the charge of a single brother. On this latter fact a public journal has made the following energetic comment:—

"No such hazardous experiment as the allowing seventy such lads to accompany one person a distance of three or four miles through the streets of the metropolis has ever before been mentioned as capable of accomplishment in this country. It is a feat transcending the power of all the gaolers in England."*

3.—Arno's Court.

In this case also I have been favoured by the superioress with details of the deepest interest. I consider myself not only justified in referring to them, but constrained to do so. The people of this country feel a profound and honourable solicitude in the success of these schools. They are felt to be a great experiment, worthy of a great nation; and it is wished to ascertain what progress they have made towards securing a permanent and established character. It is my duty, as an agent of the Committee of Council, to offer such information as I have collected to satisfy this inquiry.

Advantage
of citing
details.

* Hull Advertiser, Jan. 10, 1857.

Nature of
institution.

The institution of which I am about to speak is under the charge of a community of ladies, known as *Sisters of the Good Shepherd*, and honoured throughout Europe, and beyond its confines, for the heroic charity and devotion which they display towards the most unfortunate of their sex. To reclaim, to console, and to fortify these poor outcasts is the special work to which their lives are consecrated. They had long ago anticipated by their labours the popular movement in favour of reformatory discipline in which this nation is now so warmly interested. They did not hesitate, therefore, to avail themselves of the advantages proffered by Government, nor did they feel justified in declining assistance by which they hoped to extend the sphere of their usefulness.

Worst cases
admitted.

One peculiar feature of their administration, which deserves mention at the outset, is this— that whereas, in other reformatories, criminals above a certain age, and those whose known antecedents are too formidable, are prudently refused,—all classes are admitted into this institution, sometimes even in spite of the friendly and considerate warning of magistrates. And yet the only agents employed in dealing with these fierce and hardened delinquents, some of whom, at their admission, are more like wild beasts than human beings, are delicate and refined women, whose pure and gentle natures, fortified by a special vocation, do not shrink from a task which might alarm the courage and weary the strength of the most robust and vigorous of our own sex. The functions of the “police-man” are exercised in this reformatory by a young lady, a member of an ancient and honourable house, of slender frame and delicate constitution. She has been more than once severely *bitten* by individuals of her savage flock; but it may be safely asserted that no *turnkey*, however brawny and muscular, could accomplish the feats of which this feeble girl possesses the secret. It has sometimes happened that, when she has succeeded in locking up in the cell used for correctional purposes some newly arrived offender, the prisoner, after exhausting her physical strength by blasphemous and obscene cries, continued for more than twenty-four hours, has proved that her spirit was still untamed by passing under the bottom of the door the whole of her clothing, torn into a thousand fragments. I saw myself in the thick planks the marks both of nails and teeth. It is with such cases that these ladies have to deal, and over such obstacles that they have to acquire a slow but sure and gradual triumph.

Nature of
reformatory
treatment.

It is, perhaps, not expedient to present even a sketch of the means employed with this end, though it would certainly lend to this report an interest which it is very unlikely to borrow from any remarks of my own. But I am embarrassed in

referring to them by difficulties which I do not see how to evade. All the success accomplished is attributed, and I am sure justly, to the use of means of a peculiar kind, perfectly adequate to the object, but which it might be deemed indiscreet to describe fully. I must pass them in silence. If those means, which are furnished not by nature but by grace, were not available, these ladies would close their house and terminate their labours to-morrow. They have found all purely natural and subordinate agencies—appeals to the affections and to self-respect, skilful instruction, patient tenderness, vigilant supervision, and persuasive example—useful auxiliaries indeed, but utterly incompetent to effect the whole work aimed at. Such auxiliaries are of immense value; nay, they are so powerful that they can do everything short of the supernatural. What they accomplish in certain cases is almost marvellous; but they are altogether too weak to break up the stony foundations of the heart, to heal the leprosy of the soul, to replace malicious hatred by mild charity, and the tyranny of diabolical wickedness by habits of supernatural virtue. These appliances of human policy may suffice to prepare the treacherous dwelling, “*scopis mundatam, et ornatam*,” of which we have all read the description, but not to keep out the unwelcome guests whom such an abode is sure to invite. Wisely, therefore, do these prudent teachers refuse to trust in restless and unfruitful remorse, vague aspirations, passionate self-reproach, and sterile desires of change. These may come and go, providing no sufficient bulwark against the *novissima pejora prioribus*, which, to borrow a medical phrase, are the inevitable *sequelæ* of moral diseases imperfectly healed. Purely natural means will only effect a purely natural end. It is well, no doubt, that the inmates of a reformatory should cease to thief, to lie, and to blaspheme; that they should be qualified for honest labour, and willing to live by it. But all this may be done, and often is, by the influence of merely human motives. They assume the outward forms of truth, decency, and honesty, because they have detected that it is to their advantage to do so. This may be all that human society has a right to ask of them; but their own hidden nature desiderates something more than the *semblance* of virtue. It is this further gift with which their teachers yearn to enrich them, and which, it must be added, they know how to induce them to accept.

I may conclude by briefly referring to two or three characteristic cases. One girl was pointed out to me who had confessed to the sisters, after her change of character, that she had frequented five schools for thieves, passing from one to the other in succession, in order to acquire perfection in her calling, and to pick up the rare devices and refinements of the art

Illustrative facts.

which distinguished them from one another. She asserted that she could steal anything from the person of any one in the room with the certainty of not being detected. It is quite clear, from the information given by the inmates of various reformatories, that no small number of such *schools* exist in this country. I presume that the attention of the proper authorities is directed to them. Another girl, who was only in the primary stage of conversion, struggling with her infirmities, but not yet with full success, afforded a painful illustration of the conflict between old habits and new desires:—

"She has had many difficulties and temptations, arising from coming into contact with old companions in vice, with whom she has often made plans of escape; but though, as she says, the temptation is very great, yet she does not really wish to leave; and, as a proof of this, she has invariably come after night prayers and divulged the whole plot. So anxious is she now to overcome her vile passions that, when she feels that she shall break out, she begs to be put into solitary confinement for a few hours; and, if at the end she does not think she can command herself, she says, 'I don't feel good yet, let me stay a little longer.' She now submits to the most humiliating punishments, and her gratitude to the sisters is most remarkable."

Then follows an account of the process by which she is being gradually recreated; but this, unfortunately, I cannot venture to transcribe. It appears to be nearly infallible; and, it is added, that, when it began to be applied, "her improvement was wonderful, and she is now most earnest in persuading others to be good." One additional example of the influence gradually acquired, even in the most hopeless cases, may be selected from those which the superioress has been good enough to communicate to me, and which I hope she will pardon my repeating in her own words:—

"R.H., a girl of fifteen, arrived at the reformatory about a year ago. Her character was so desperate that the magistrates hardly liked to send her to us. However, we consented to receive her. We found her indeed accomplished in every vice, so that at times we thought the Evil One himself could not have been worse. Having been the ringleader of many associates in the world, she soon formed a party, and made daily plans of escape, which she at last effected three months after her arrival, with four of her companions. She met an old acquaintance, who proposed taking her to London, where she could have succeeded well in her trade. Notwithstanding her natural inclination to wickedness, she was under the influence, as she afterwards told us, of a feeling which in spite of herself drew her back to the reformatory; and after wandering about the country the whole of one day, they all presented themselves at the gate, begging most humbly to be received back again. At last a great change might be seen coming over this poor depraved soul, and as soon as she commenced* a wonderful effect was most evident. Such a command over her passions, which before had ruled her; such an earnest determination to avoid sin, so that when she feared that during recreation she might be betrayed into some sin, she would beg to be put into the solitary cell, and she has shown a great generosity in requesting to take the punishment of others when several have been threatened with some penance."

Some examples of extraordinary delicacy of conduct, indicating the action of real refinement of feeling, are added in the

* Here is again a description of the universal remedy, which in every case is the beginning of solid conversion.

report which I am quoting; and they refer, it is pleasant to add, to no fewer than sixty-nine of the girls. Again, there is a class, all of whom have been admitted to Holy Communion, who have requested to be allowed "to pick out some of the worst children, and to take in hand and try to improve them. Consent was readily given, and it has been ever since a most pleasing sight to see these good and now gentle girls, using all their influence with the badly disposed, to make peace, and to prevent bad words and violent passions, though, in so doing, they not unfrequently receive blows which they bear with perfect patience."

I ought to observe, in conclusion, that great attention is paid to the elementary instruction in this reformatory, and that due importance is attached to its influence as a subordinate agent in the general work of the institution. The progress of many of the inmates in reading, writing, spelling, and arithmetic appeared to be more than satisfactory.

4.—Asylum of the Good Shepherd, Hammersmith.

This reformatory school is under the charge of members of the same community as in the afore-mentioned case, and is, of course, conducted on the same principles. It has been in operation for many years, and deserves more minute notice than I can venture to attempt on this occasion. Indeed, there is not one of the seven institutions referred to in this report, which does not present features of remarkable interest, worthy to attract not only the observation of the political economist, but, the keener and more penetrating scrutiny which knows how to distinguish between the genuine inspirations of Christian charity, and the mechanical inventions of mere human philanthropy. In all these institutions a work is in progress in the success of which the gravest social interests are involved. I recommend them earnestly to the continued aid and support of your Lordships. The eminent persons by whom they are directed warmly appreciate the value of the assistance which they have already received, and which, it may be confidently said, they know how to turn to the best account.

Industrial Schools.

The number of industrial schools in my district is slowly increasing. Their development would be more rapid, and they would accomplish results on a larger scale, if public aid were more liberally extended to them. Poverty of resources continues to check their progress, and to cripple their usefulness. Yet no class of educational institutions seems to deserve more

Increase of
industrial
schools;

their special aim ;

exclusively female schools.

cordial encouragement. They have been founded, too, with a special object, which it is necessary to indicate, and which greatly augments their value and importance. The hope of prolonging the period of school-attendance, now so lamentably insufficient, and of effectually correcting its irregularity, seems at length to be nearly abandoned. Perhaps the difficulties which impede the application of remedies are insuperable ; at all events, men have ceased to anticipate that legislation will supply them. Children must be attracted to school, and kept there, if at all, by means already available to school managers. Of these the offer of industrial instruction seems to be the most powerful. I should, however, premise that I refer only to *female* industrial schools. I do not visit a single school of this class for males in the whole of my district. A few indeed exist, but only as separate and independent institutions, having no connexion with elementary schools, and therefore ineligible, according to the Minutes of the Committee of Council, for the receipt of public aid. The most important and successful industrial schools which I have hitherto visited are the following :—

List of industrial schools.

Name of Industrial School.	No. of Inmates.	Grant from Parliamentary Fund.
		£ s. d.
1. Blandford Square - -	64	113 0 0
2. Dunne's Passage, Holborn - -	30	54 19 8
3. Greenwich, Croom's Hill - -	16	47 0 0
4. Birmingham, St. Ann's - -	25	31 0 0
5. Chelsea, Cheyne Walk - -	38	20 0 0
6. Brompton - -	17	Suspended.
7. Maryvale - -	49	Suspended.
	239	£285 19 8

Blandford Square school.

This list is not encouraging, except as affording grounds of hope for the future.

The first named is an admirable institution of its class. The industrial occupations are chiefly washing, baking, needlework, and household labour. I have mentioned in my tabulated reports that the total receipts from the laundry last year reached 800*l*. The connexion between the industrial and the elementary schools has, perhaps, been hitherto less distinctly marked than might be wished ; but children are now passing by rotation from the one to the other. It is conducted by a community of sisters of mercy, who have also a day school attended by 300 girls, and it exhibits all the features which usually characterise their management. A large number of young women have already quitted it, qualified for employ-

ments which would otherwise have been beyond their reach, and especially for domestic service.

The second on the list is in all respects a most interesting and valuable school, and would speedily assume much larger dimensions, if more abundant means were at the disposal of the zealous and energetic manager. During the past year forty-eight girls have been admitted, of whom eighteen have entered upon situations to which they could not have aspired but for the special and skilful instruction which they have received during their residence in this school. The two principal industrial pursuits are bootmaking and the manufacture of artificial flowers. The flowers are for the most part made for a wholesale warehouse, from which source the demand is continuous; but a certain quantity is also disposed of to churches and to private individuals. During the year the bootmakers, some of whom acquire remarkable perfection in their craft, and produce the most finished and costly *chaussure*, have made 4,492 pairs of boots, for which they earned in wages 125*l*. The flower-makers, who are also taught their art with the most complete success, earned about 140*l*. Their teachers are all members of the community of sisters of compassion, who not only display the patience and charity which belongs to their vocation, but have taken the pains to acquire themselves the highest degree of skill in these branches of industry, in order to teach them in their schools. Whatever works charity can inspire and intelligence accomplish they are willing to undertake. The industrial school at Brompton is also under their charge.

Dunne's
Passage
school.

The most important fact which I desire to record in connection with schools of this class, and to which my attention has been directed by their respective teachers, is this,—that, in every case in which they have been founded in order to induce prolonged attendance on the part of the children, by holding out to them a new and special motive, appreciable both by themselves and their parents, the experiment has been attended with encouraging success. Very interesting particulars in illustration of this fact have been kindly communicated to me, especially by the ladies who conduct the schools at Alcester Street, Birmingham, to whom belongs the honor of initiating the experiment. The experience already acquired on this point suffices to show that here is a remedy, nearly certain in its effects, and of which the application is not difficult, for one of the greatest evils which frustrate and neutralise our attempts to educate the children of the labouring classes. Convince them and their parents that they can really and definitely *gain*, according to their own estimate of what that idea implies, by remaining longer at school, and you will have

Means of
prolonging
attendance.

made at least some real progress towards removing the greatest obstacle which has hitherto thwarted your efforts. No other practical remedy seems to be within our reach ; let us try in earnest what can be effected by this.

Cost of industrial schools.
Scanty public aid.

It is true that it is one which involves considerable outlay, to incur which the amount of aid administered by your Lordships affords but scanty encouragement. The largest grant made in any of the above cases barely defrays one-tenth of the annual cost of maintenance, and the smallest less than a twentieth. Yet the managers of Roman Catholic industrial schools have this special advantage in conducting them, that the *teaching* is generally gratuitous. In spite of this considerable deduction from the annual expenses, they are still formidable enough to alarm a class of school managers whose resources are always inconsiderable, and almost always supplemented by heavy personal sacrifices. If industrial schools are established to assist the progress and improve the character of public education, they seem to have a strong claim upon public support. The capitation grant of five shillings is wholly insufficient. In the largest school referred to above it amounted to less than 15*l.*; yet the annual cost in that case exceeds 1,000*l.*, though the teachers receive no salaries.

Increased assistance necessary

I can hardly venture, however, to impeach the liberality of the Committee of Council, or to suggest that the capitation grant to industrial schools should be augmented, in the face of the unpleasant fact that it has of late, I know not upon what grounds, been diminished fifty per cent. My observations during the past year convince me that, with a reasonable amount of assistance from public sources, a large number of these institutions, immediately connected with female elementary schools, and importantly affecting their character, would quickly come into existence. The educational body with whose interests I am chiefly concerned possesses special facilities for conducting them with success ; while their direct influence in modifying some of the most perplexing phenomena with which the promoters of public education have to deal is no longer a subject of speculation. They are *proved* to effect at least a partial remedy for great evils, and it is not proved, so far as I know, that any other at all adequate to the end exists. They supply a want which many of the wisest friends of popular education have long deemed a capital one—instruction in domestic and industrial subjects ; they tend to attract children to school, and to keep them there ; they stimulate the co-operation, usually languid and ineffective, of parents and guardians ; and, finally, they counteract, at least in some measure, and will do so more fully in exact proportion with their increased efficiency, the fatal but irresistible attractions of the

factory and the workshop. If it be true, as our foreign critics are in the habit of saying, that pre-eminence in manufactures and pre-eminence in education cannot be found in the same nation, for that the one is only to be maintained at the sacrifice of the other, this taunt supplies an additional motive for regarding with favour a scheme which has succeeded in a good measure with scarcely any aid whatever, and which would probably be attended with far more lasting and important results if it were fostered and encouraged with reasonable liberality. At all events, in the absence of any rival project, it seems to claim and to deserve a fair trial.

The consideration of the amount of capitation grant allowed to industrial schools, which I have ventured to call insufficient, leads me naturally to speak of the same grant as administered to schools of another character. For the first time a year's experience has been collected with respect to the operation of this grant in elementary schools of all classes and in all places. There can be no doubt that it is regarded by school managers as a boon, and that it has produced the best effects precisely in those schools which had been previously conducted with the largest measure of judgment and success. So far, the grant is a subject only of thankfulness and congratulation. But it has also assisted, at least within my own district, to bring out more clearly than ever some of the most discouraging facts which have been already presented to public notice. It might have been easily anticipated that it would test with great accuracy the character of the attendance in our primary schools; but the results which it has elicited are more dismal, as far as my own observation goes, than the least sanguine amongst us might have ventured to predict. These results are sufficiently curious and instructive to demand special notice. I shall begin by observing that, out of an aggregate, in round numbers, of 1,000 children present in the schools which I visited during the past year, no attempt was even made to claim the grant upon *one-half* of them. The managers were restrained by the consciousness that the requisite conditions had not been fulfilled. Either the teachers were uncertificated, or the attendance less than 172 days, or the school fees insufficient, or the registers imperfectly kept.

Capitation grant to elementary schools

has attested unwelcome facts;

claimed only by few.

It appears from my notes, that the grant was actually claimed in

52 schools, containing 72 departments;

and that it was not claimed in

75 schools containing 154 departments.

Again,

The whole number of children upon whom the grant was claimed was 7,950
The whole number allowed was - - - - - 2,419

It follows, therefore, that while the whole number for whom it was claimed in my district was less than 8,000, the conditions had been unfulfilled by 5,530 of that number, and that they had been satisfied only by 2,419.

The facts are shown still more clearly in the following table:—

Total number in attendance in 52 schools and 72 departments—	Capitation grant allowed, on—
3,380 girls.	1,220 girls.
2,581 boys.	1,199 boys.
1,989 infants.	
<u>Total 7,950</u>	<u>Total 2,419</u>

Particular
amounts
granted.

The entire amount of the grant in my district is only 612*l*. The largest grant to any one school was 37*l*. 5*s*.; the smallest, 1*l*. 17*s*. Only 26 of the schools received more than 10*l*; only 8 more than 20*l*. It does not, however, seem possible to draw any other general conclusion from these facts than that irregularity, both of attendance and payments, is the rule and not the exception. Some town schools belong to the class of exceptions, but so also do some country schools. I see no reason, therefore, for supposing that the results have been affected in any sensible degree by local circumstances; certainly not in such a measure as to constitute an index to them. Of two schools in exactly similar circumstances, frequented by the same class of children, and under the same order of teachers, one appears with credit on the list, one with extreme discredit. Thus, at Blandford Square, a grant of 31*l*. 13*s*. was obtained upon 202 children out of 300; while at another school, also in London, only 14*l*. was claimed upon 70 children out of 316.

Extreme
cases.

Some extreme cases there are, as might be expected, and Birmingham supplies one of them. Out of 1,261 children actually present on the days of inspection, the capitation grant was obtained upon only 242. In one school 36 children were able to claim it out of 318; in another, 3 out of 214; in a third, 7 out of 115. I observe too, with regret, that there is a general declension in attendance, in subscriptions, and in school-fees in most of the schools of this town. There is diminished attendance, as compared with last year, in 12 departments out of 17. On the other hand, there is a small increase in 2 schools, St. Mary's and St. Patrick's. The accommodation also is insufficient in 6 of the schools, and very unsatisfactory in 3, especially in St. John's and St. Nicholas'. Yet the total amount of grants made by the Committee of Council to these schools in 1857 exceeds 70*l*. It is a simple act of justice to add, that almost all the teachers are of a high class, and in four of the schools, of the very highest. I suppose too,

that it may be safely asserted that the managers of these schools have to contend with special difficulties. It is probable that during the ensuing year the claimants of the capitation grant will be largely increased in number, if not in Birmingham, owing to the constant demand for juvenile labour, at least in most other places.

I have noticed amongst the impediments to the reception of ^{School registers.} the grant just referred to "registers imperfectly kept." I have no record of the exact number of schools in which this defect existed, but I am sure it was considerable. The old class of untrained teachers, now fast disappearing, had very rudimentary notions about school registers—to say nothing of other subjects—even when they kept them at all; and probably none kept them in such a form as to enable them to estimate with complete accuracy the quarterly or annual averages. In their schools, therefore, it was impossible to satisfy the conditions of the capitation grant; though this was by no means the greatest loss which the employment of such persons entailed upon the managers. I have been very much struck with the great difference in the value of the papers on "school management" worked by students in training colleges, and those worked by untrained teachers, in spite of the greater experience of the latter. Any one to whom the revision of these papers has been intrusted must have made the same observation,—especially with respect to the facility displayed by them respectively in analysing the entries of a given register; for although the answers of the former class have not been uniformly full and precise, even in the most successful training colleges they were at least immeasurably superior, with rare exceptions, to those of the other order of competitors, who not unfrequently manifested absolute ignorance of the whole subject. It is a conspicuous merit of the form of register which appears to be now definitively sanctioned by the Committee of Council, that it must either be kept accurately, or not at all. Its general use will be attended with great advantages, and can hardly fail to attain the special object which it was framed to secure. Meanwhile, there is reason to believe that many pupil-teachers do not receive sufficient instruction in this part of their duties.

There is still a small though constantly decreasing number ^{Certificated teachers.} of schools in my district under the charge of uncertificated teachers. Of these, only two are female schools, which, there is reason to believe, will be further diminished in the course of the ensuing year to four or five. In the whole district, as lately reduced since Mr. Reynell Morell's appointment, there are now seventy-six certificated teachers, of whom six are employed in the training colleges at Hammersmith and St.

Leonards, and the rest in elementary schools. It is a very significant fact that fifty-two of the number are females, while only twenty-four are males. This list does not, however, include twenty-three candidates recently examined, of whom seventeen females and one male are nearly sure to succeed. There will therefore be about ninety certificated teachers in the district at the commencement of 1858,—a number which is certainly in satisfactory proportion to that of the schools.

Advantages
of certificate
examina-
tions;

It is impossible, I think, to deny that the system of examination for certificates now in operation, whatever unavoidable defects may accompany it, has worked well, or to doubt that it will continue to promote the most important practical results. It has detected and dismissed to a more appropriate sphere many pretentious, but feeble and incompetent teachers; it has assisted school managers in forming a just conclusion about the merits of those whom they employ, and has relieved them of all responsibility in removing the incapable,—a duty which, for various reasons, they are sometimes strangely reluctant to perform; but, above all, it has powerfully encouraged not only general habits of industry and application, but specially the acquisition of precise and systematised knowledge, a little of which is of more value in a teacher of young children than a much wider range of loose, inaccurate, and undigested information. I am afraid, however, it must be admitted that some few hold your Lordships' certificate in whose case it cannot be accepted as a sufficient evidence of qualification. These are exclusively teachers who gained the certificate at an earlier period, when it was accorded solely with reference to the character of their written answers. Its distribution is now wisely suspended till one of Her Majesty's Inspectors has twice reported on the actual state of the candidate's school, the good order of which is made a peremptory condition of its final award. When a teacher advertises himself as "certificated," school managers will do well to ascertain, before accepting his services, whether he has obtained this additional and only trustworthy guarantee of his fitness for the office which he seeks.

not in every
case a suffi-
cient test.

Pupil-
teachers.

The total number of pupil-teachers at the schools now under my inspection is reduced to 206, of whom 147 are females, and only 59 males. They are, with few exceptions, progressing in a satisfactory manner, and continue to render valuable services. A considerable proportion of them, especially amongst the females, are likely to prove hereafter useful and capable teachers. In male schools, still miserably inferior as a rule to those for girls, the greatest advantages are offered to the apprentices at Newport, St. Mar's; Hammersmith, St. Mary's; Nottingham, St. Barnabas'; and Westminster, St. Mary's. The

masters in all these schools are not only intelligent and experienced, but conscientious and devoted men. With respect to the female pupil-teachers, the great majority are receiving a solid education in the fullest sense of the word ; while many enjoy privileges of the highest order. In *their* case all that can tend to future success is abundantly secured. Of their number, 112 have the special advantage of being trained by members of religious communities, Sisters of Mercy, Sisters of the Holy Child, Sisters of Notre Dame, and other orders. These exhibit, almost without exception, a distinctive character, corresponding with the peculiar blessings which it is their good fortune to possess. They have proved also, as might have been anticipated, the most successful students at the training colleges.

Before I bring this report to a conclusion, I beg permission to make a few observations on a point connected with this subject, I mean the inadequacy of the stipend paid to pupil-teachers, especially in the earlier years of their apprenticeship. It may be that the scantiness of the salary offered to them has not, in any large number of cases, greatly diminished the number of candidates ; but it has certainly affected their quality, especially in male schools, and in particular districts. It seems, indeed, a kind of delusion to suppose that boys, the children of necessitous parents, who can earn from 4s. to 7s. a week, and often much more, and this *paid weekly*, will accept the munificent bait of 3s. 10d. a week, *paid at the end of a year*, and subject to the fulfilment of very stringent conditions. In several cases parents have represented to me that they considered such an offer almost derisive, only they made use of a different epithet. They evidently were tempted to regard it as a kind of indifferent jest, rather than as a serious proposition. I must acknowledge that their view of the matter seemed to me so perfectly reasonable, that I did not always attempt to refute it. I could have said, indeed, that besides the payment, an excellent education was offered to their children ; but I was not sanguine as to the probable effect of this argument. It seems to me, and this opinion has been expressed by many of my colleagues, that pupil-teachers are about the worst paid class of labourers in the country. If the progress of public education suffers, as it probably does, from this injudicious economy,—and many a child who would have made an efficient teacher is repelled by it, and converted into a machine for turning out cheap cotton, or grinding files, or manipulating clay pots,—this is not a result which need excite our enthusiasm. The attraction of a reasonable salary might have saved *them* from their dismal fate, and *us* from the necessity of employing an inferior class as the raw material

Inadequacy
of pupil-
teachers
stipends.

out of which future schoolmasters are to be created. If we will not pay for an article which is susceptible of polish, we have no alternative but to accept one which is rude and coarse, and which, after all our efforts, will remain rude and coarse to the end. If the salary now paid at the *third* year were made the *minimum* payment, the stipend of the fourth and fifth years remaining unchanged, the condition of the pupil-teachers would at least be considerably alleviated, while the augmentation would involve a total increase of outlay of only 7*l.* 10*s.* during the whole course of the apprenticeship. It is during the first two years that the insufficiency of the salary is most painfully felt, and that it produces the worst consequences.

I have the honor to be, &c.

To the Right Honorable

T. W. M. MARSHALL.

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY T. W. M. MARSHALL, ESQ.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										Number of Certificated Teachers.	Number of Pupil-Teachers.
		No. of Schools, i.e. institutions held in separate buildings, and sepa- rately man- aged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommoda- tion is provided, at 8 square feet of superficial area per Child.		
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	85	87	66	24	20	5,805	6,614	5,200	6,176	15,230	65	139	
Simple Inspection	24	11	14	2	10	923	1,108	—	—	2,637	—	—	

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	9.85	9.98	10.74	12.90	12.09	9.94	9.48	8.39	6.51	5.	3.78	2.1
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	41.77	24.66	15.03	9.17	5.33	4.94
Simple Inspection	—	—	—	—	—	—

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 148 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.	Are reported to be taught						
		Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.		
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	84	—	82	—	2	—	—	—
Writing	84	—	84	—	—	—	—	—
Arithmetic	84	—	83	—	1	—	—	—
Geography	84	—	69	—	21	—	—	—
Grammar	84	—	74	—	10	—	—	—
History	77	—	49	—	27	—	1	—
Made from Notes	20	—	19	—	1	—	—	—
Drawing	4	—	4	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.			Excellent, Good, or Fair.			Excellent, Good, or Fair.			Excellent, Well, or Fairly.			Excellent, Good, or Fair.			Excellent, Good, or Fair.			Excellent, Good, or Fair.		
	Annual Grants .	Simple Inspection		Annual Grants .	Simple Inspection		Annual Grants .	Simple Inspection		Annual Grants .	Simple Inspection		Annual Grants .	Simple Inspection		Annual Grants .	Simple Inspection		Annual Grants .	Simple Inspection	
	99	9	1	100	9	-	93	15	-	96	3	1	97	9	2	107	-	-	97	4	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 70 th Schools enumerated in Summary a.					Average Income per Scholar in Attendance.
	From Endow- ment.	From Voluntary Contribu- tions.	From School Fees.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 407 18 0	£ s. d. 4,190 13 10	£ s. d. 1,400 19 11	£ s. d. 264 7 10	£ s. d. 7,001 10 7	£ s. d. 6 14 8
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 70 th Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 4,831 9 0	£ s. d. 801 17 1	£ s. d. 2,349 18 10	£ s. d. 7,983 4 11	£ s. d. 6 15 10½	9,540
Simple Inspection	—	—	—	—	—	—

* The number of schools inspected during the year was 109; but from 39 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY e.

Salary of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emolu- ments (including Government grants and all professional sources of income)	Annual Grants .	£ s. d. 75 6 11	£ s. d. 56 19 9	£ s. d. 54 3 9	£ s. d. 43 16 3	£ s. d. 39 16 8	£ s. d. 31 14 0
	Simple Inspection	—	—	—	—	—	—
Number on which ave- rage is taken	Annual Grants .	37	11	33	19	6	15
	Simple Inspection	—	—	—	—	—	—
Number provided with house or rent-free	Annual Grants .	11	1	24	13	5	8
	Simple Inspection	—	—	—	—	—	—

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	50	8,836	84.16	11.33	2.49	1.69	.33
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, SCOTT NASMYTH STOKES, Esq., B.A., Barrister-at-Law, on the ROMAN CATHOLIC SCHOOLS inspected by him in the NORTH-WESTERN DIVISION of ENGLAND and WALES.

MY LORDS,

January, 1858.

EARLY in the spring of 1857, the appointment of Mr. John Reynell Morell to be one of Her Majesty's Inspectors of Roman Catholic Schools led to a re-distribution of the work of inspection and to a change of school districts. In relieving me of the inspection of schools in Scotland and the English counties of Northumberland and Durham, your Lordships were pleased to add to my district Derbyshire and Staffordshire; so that the area within which it is now my duty to visit schools comprises Cumberland, Westmoreland, Lancashire, Cheshire, Shropshire, Derbyshire, and Staffordshire, besides the counties of North Wales; and, as Mr. Reynell Morell commenced his labours before the months of June and July, when schools in Northumberland, Durham, and Scotland are inspected, while the counties of Derby and Stafford have heretofore been visited by Mr. Marshall at a still later season, the report which I have now the honor to submit to your Lordships will refer to my school district as modified by the changes of the past year.

New district.

During the four years over which my inspection of Roman Catholic schools in Scotland extended, I witnessed with lively satisfaction a steady increase in the schools applying to your Lordships for annual grants, as well as in the number of certified and apprenticed teachers. The established excellence of the Edinburgh schools was well maintained; whilst in Glasgow there was accomplished an advance which may fairly be called immense. To my successor I leave unfulfilled the hope of watching similar progress in Dundee and Greenock; and, since the union of the western and eastern districts of Scotland with the *Roman Catholic Poor School Committee* in England, recommended in my General Report for 1853, has now been completed, it may be confidently anticipated that the legal technicalities, which have operated as a practical bar to the successful application for building grants in North Britain, will speedily be arranged, and that all populous places will, one after another, gradually obtain the advantage of well designed and efficient schools. I beg permission, on the last opportunity which will be afforded me, to record my conviction that no schools more pressingly require or more

Scotland, Durham, and Northumberland.

entirely deserve the allowance of the capitation grant than those which I have formerly inspected in Scotland. Within the period of my official acquaintance with Northumberland and Durham, Newcastle St. Mary's, Stella, Alnwick, and Hexham have afforded, in the erection or improvement of schools, an admirable example, which Gateshead, Berwick, South Shields, and Stockton may be expected to imitate; while the high character of other schools has been satisfactorily supported. In terminating my connexion with these districts, I hope I may be allowed to offer to the promoters and managers of schools the expression of my grateful sense of the unvarying courtesy and kindness shown to me during my tours of inspection, and to assure them of the deep interest which I shall never cease to feel in the success of their labours for the promotion of popular education.

Work in
district.

The relief afforded by the exchange of Scotland, Northumberland, and Durham for Derbyshire and Staffordshire, though extensive in area, has not proved so large in number of schools as might be supposed by persons but superficially acquainted with the circumstances of the Roman Catholic population of Great Britain. Thus, while I surrendered to Mr. R. Morell thirty-seven schools, I received twenty-two schools from Mr. Marshall; and fifteen new cases placed upon my list since the change of districts, exactly counterbalance the difference, and reduce me, excepting in point of expenditure of time upon long journeys, to the precise position which I occupied before the appointment of the third inspector. Indeed, the summaries, carefully prepared in the Education Department, and appended to this Report, show an increase in 1857 over 1856 of 306 in the average attendance, and 3,457 in the accommodation afforded by annual grant schools; and, again, the detailed statement of annual grants conditionally payable in year ending 31st October 1857, out of a total of 13,731*l.* for Roman Catholic Schools in Great Britain, gives 7,177*l.* or thereabouts, as conditionally due to schools within my district; and the class list of Queen's scholars, issued while I am writing, represents 23 out of 47 apprenticed candidates as coming from the same district.

Lancashire.

Perhaps, as the matter is not devoid of interest, I may be permitted to mention some facts illustrative of the leading position taken by the county of Lancaster, which forms the centre of the district, and before long will absorb the whole time and attention of one inspector. Up to the close of 1856 a total of 46,850*l.*, more or less, out of Parliamentary grants for education, appears from the returns to have been expended upon 205 Roman Catholic schools in England and Wales; Lancashire claims 70 (or 34 per cent.) of the schools; and

19,058*l.* (or 46 per cent.) of the money. In the year 1857, sums amounting to 12,164*l.*, more or less, were estimated as payable to 141 schools in England and Wales. In the same time Lancashire expected to receive 5,822*l.* (or 48 per cent.) of the money for 45 (or 32 per cent.) of the schools. I am unable to state the exact number of Roman Catholic pupil-teachers in England, but, as the total for Great Britain in 1856 gave 575, perhaps 550 may be assumed to be a very close approximation. In August 1857 Lancashire claimed 259, or 47 per cent., upon 550; and the number will certainly be raised to 300 by the results of inspection during the autumn of the past and the spring of the present year. Another mode of testing the comparative number of apprentices may be sought in analyzing the schools of candidates for scholarships. In 1855 I was employed in conducting the examination of the entire number of female candidates, and in 1856 and 1857 I was concerned more especially with young persons seeking admission to the Liverpool Training College. In the three years an aggregate of 88 apprenticed candidates offered themselves for these examinations. No fewer than 26 (or 30 per cent.) belonged to schools in Liverpool alone, and 54 (or 61 per cent.) to one part or another of the county of Lancaster. Nor can it be affirmed that the mere institution of a training-college is adequate to collect from the immediate neighbourhood an imposing array of candidates. Experience in the other training-colleges contradicts such an assumption; and (unless I am misinformed) the Hammersmith College has never yet drawn a single Queen's scholar from any school (excepting the practising school itself) within one hundred miles of the metropolis. If candidates for the Liverpool Training College abound, it is because Liverpool lies in the midst of an immense Roman Catholic population, fairly supplied with flourishing schools, which give employment to a large and increasing number of pupil-teachers; and were a college for the training of schoolmasters as large as Hammersmith, and conducted with equal ability, to be established in a well-selected part of the county, I do not hesitate to declare my belief that in two years from the opening it would be completely filled with students. Further comparisons in regard of general attendance, capita-tion grants, night-school grants, &c., would yield pretty nearly the same results, and would establish the fact that Lancashire is doing almost as much as the other English counties together in furtherance of the education of poor Roman Catholics; and yet a time may be anticipated when far more than has yet been attempted will be accomplished, when efficient village schools will be no longer rare, when many towns will rival Liverpool and Preston, and when the general condition of the

boys' schools will equal or surpass that of the girls. Meantime no trustworthy data in reference to a particular religious denomination can be drawn from an ordinary map; and perhaps it would not be difficult to select counties which comprise three-fourths of the area of Great Britain, but afford a very small amount of employment to an inspector of Roman Catholic Schools.

Year's employment.

During the year which ended with August 1857, I inspected 129 schools, comprising 212 departments, and attended at the time of my visits by 21,958 children. In December 1856 the superintendence of examinations of female candidates for scholarships and certificates occupied a fortnight, and certain of the papers then produced were subsequently entrusted to me for revision. Again in July 1857 an examination of male candidates for certificates of merit was held before me in Liverpool, and the papers were read and marked. For 13 collective examinations of pupil-teachers and candidates, the most convenient schools were chosen; and it has been found practicable to gather upon one or other of these occasions nearly all the apprentices in the district. In a few outlying places, however, the less satisfactory course of examining the apprentices on the same day as the inspection of their school has been followed through necessity; but it has been my endeavour to reduce these exceptions within the narrowest limits. In the autumn a fortnight was profitably spent in accompanying Mr. Marshall upon visits of inspection to the three training colleges for Roman Catholic teachers.

Examinations.

The summer examination, held in Liverpool for the convenience of male candidates for the certificate, proved in point of numbers, a sorry failure. It was attended by but three schoolmasters; of whom one came from Glasgow, another from the neighbourhood of Durham, and the third from the north of Lancashire. The masters capable of gaining the certificate already hold it; thus all the male teachers in Liverpool, Manchester, Preston, and Wigan are certified. Deserving masters without the certificate may be found here and there, but so few of them that they cannot reasonably expect the inspection of schools to be interrupted for their benefit. For the future they must regard the Christmas examination in the training colleges as the only opportunity of proving their qualifications for the certificate of merit. The examinations of female candidates held in the Liverpool training college have attracted a larger attendance. In December 1856, besides twenty students, sixteen teachers presented themselves, and nine obtained classes; and again, in December 1857, in addition to thirty-two students, there were thirteen schoolmistresses for examination. If the ratio of three

male candidates to eighty-one females represent the comparative zeal or ability of the two sexes among English Roman Catholics, it is too plain that while the prospects of girls' schools are bright and cheering, the future of the boys' schools, on the contrary, affords as little of hope as the present of satisfaction. But on the general position of the boys' schools I propose, further on, to offer a few observations.

My number of certificated teachers has increased in spite of the diminished district. In 1855-6 the summaries prepared in the Education Department gave fifty-nine, and in 1856-7 they show eighty, or a gain of 34 per cent. The actual number now engaged in teaching I believe to be ninety-five, and few changes in their position have occurred during the past year. For the most part they continue their labours on known fields with credit and advantage. Certificates.

Female pupil-teachers at the close of their apprenticeship have freely offered themselves as candidates for scholarships in the Liverpool training college. In December 1856, of twenty-six candidates of this description, seventeen gained scholarships, while in December 1857 the pupil-teacher candidates rose to thirty-two, and the successful amongst them to twenty-six. The liberal removal of the restrictions limiting scholarships to apprentices attracted several candidates from other classes, and three such persons succeeded in 1856, and four in 1857. Not a few, however, failed; and it was manifest that some, at least, offered themselves without a just and prudent appreciation of their ability to pass the prescribed examination. I have already remarked upon the large proportion of candidates trained in Lancashire schools. Two other observations upon the schools of candidates for scholarships occur to me. In each of the years 1855 and 1856, among the candidates, and, I may add, among the scholars too, were two apprentices from schools connected with the British and Foreign School Society. No such candidates offered themselves in 1857. The ardent friends of separate education, who sometimes question, even now, the tendency of Government measures, may hence infer that while, where Government grants are refused or neglected, Roman Catholic children will seek instruction and even employment in schools unconnected with the Roman Catholic church, so, just in proportion as Roman Catholic schools avail themselves of grants offered alike to all, will cases of the kind diminish in number, and ultimately disappear, confirming, from experience, the conclusion that the effect of the present system, freely adopted, is to render national education more than ever separate and denominational. Those who deprive Roman Catholic parents and children of Government grants in their own Queen's Scholars.

schools, and drive them to seek advantages and emolument elsewhere, are, in effect, the real promoters of mixed education. Another observation I have to make. In 1855, and again 1856, a certain number of candidates for apprenticeship were drawn from country schools. In 1857 all were from towns. Liverpool, Manchester, Glasgow, Sheffield, Preston, occur again and again, but no names of villages. Indeed, the decreased allowance of apprentices, together with the limited number of certificated teachers, appears, for the moment, to have placed apprentices beyond the reach of the country schools; and yet it is highly desirable that such institutions should be fairly represented in the training colleges, since villages rather than cities will find employment for young trained teachers. In 1855, thirty candidates were presented from sixteen places; in 1856, twenty-six candidates from thirteen places, and in 1857, thirty-two candidates from ten places, all of them considerable towns.

Hints to
candidates.

Among pupil-teacher candidates for scholarships failure has not been so rare as at one time I had hoped that it would be found. The majority, indeed, of the female candidates have acquitted themselves very respectably, and have passed the examination with creditable success. Yet out of eighty-eight such candidates in three years, sixteen have failed; and among the male candidates at Hammersmith the proportion of disappointments has been far higher. Now failure in the scholarship examination incurs loss and injury of a very serious character. The career of the luckless candidate prematurely terminates, for the training college will not receive him thus branded with idleness or stupidity. His prospects are blighted; his school and teacher suffer from his disgrace; and, meantime, the training college, deprived of an adequate supply of students, fails to meet the demands of the country, and falls into suspicion and disrepute. The number of candidates at Christmas next will probably be far larger than in former years. Five years have nearly elapsed since the appointment of a second inspector of Roman Catholic schools began to increase the annual number of admissions to apprenticeship, and the operation of the Minutes of August 1853 will set free at the close of the current year all pupil-teachers apprenticed in the first half of 1854. I believe upwards of forty young men and eighty young women will be in a position to compete for scholarships in December. For their sake and the sake of their successors, I wish to offer a few simple precautions against failure in the scholarship examination. Failure among the diligent and attentive is mostly to be ascribed, I think, to neglect of practice in producing exercises under the conditions of the examinations. Answers have then to be rendered (as should never be forgotten)

in writing, upon paper, within a limited time, and absolutely without assistance from books, notes, teachers, or companions. Some young persons can work sums upon a slate, or analyze sentences upon the black-board, when they would fail to perform the same work correctly and neatly with pen and ink. Others, with indistinct ideas, fail to frame accurate answers, or to spell correctly, or to write well. Others get a habit of being behindhand; they meet with a difficulty, stumble over it, and lie in confusion until the allotted time is expired. Others can do nothing without help; they want the question explained, doubts removed, hints given, and rough copies of answers examined. All such fail in the trial for scholarships. But forethought and previous practice would save them from so severe a disappointment. If upon every Saturday—I should wish to say during the whole term of service, but at least in the last year of apprenticeship,—they would, as a duty, devote three hours to the production of written answers to questions upon the week's work, carefully abstaining from all kinds of assistance, and strictly limiting their time, and if they would request their teachers to set the questions, and regularly revise and mark the answers, and if, besides, they would, in teaching and preparing lessons for their class, take every opportunity to bring out and make use of what they had recently acquired, I should feel little doubt of their success in obtaining scholarships. The subjects of examination are neither many nor recondite; they are confined to arithmetic, grammar, geography and history, and school management, with geometry for the males, and domestic economy for the female candidates. Punctual and diligent attendance at extra instruction during apprenticeship will have made them familiar with these subjects; but in addition, I would most urgently recommend the habit of independent study out of school hours. Every pupil-teacher, in his fifth year at least, ought to possess some books of his own. He should have Cornwell and Fitch's Arithmetic, Morell's Grammar, Hughes' or Cornwell's Geography, Ince's Outlines of History, and Richards' Methods. Boys should add Potts' Euclid, and girls Tegetmeier's Domestic Economy.* Two hours on every Saturday steadily given at home to independent study of these and the like books, would consolidate other instruction, produce studious and thoughtful habits, and strengthen all the powers of the mind. It is not necessary here to wait for the direction of masters and mistresses. The affair is the apprentice's own. His career depends on the

* The books named enjoy the sanction of general use, which I think they deserve. It is scarcely necessary to say, however, that I have as little wish as authority to prescribe one set of authors to the exclusion of others of equal merit, which may be recommended by managers and teachers.

scholarship; the scholarship depends upon practice in writing exercises and independent study of appropriate books. There is, indeed, a class of candidates who show an utter inability to estimate their own qualifications, who desire to pass through their apprenticeship in four or even, if possible, in three years; who in an examination prefer subjects which they do not comprehend, and invariably attempt the hardest questions. Such persons exhibit an inherent conceit and a radical want of judgment, which prove their unfitness for school duties, and render their failure a subject of congratulation. Sober-minded, industrious apprentices may secure for themselves a different lot.

Pupil-
teachers;
their num-
ber and
prospects.

In former reports it has been my custom to indicate the course of life followed by all the apprentices who have creditably completed their service in schools which I visit. The change of district renders it difficult for me to continue the custom; and perhaps previous tables sufficiently prove what is chiefly worthy of notice, that the greater number of apprentices from Roman Catholic schools seek to become teachers. The number of those who finished their apprenticeship in the year ending with August 1857 was thirty-six; and the number and standing of those still in service will be seen below:—

PUPIL-TEACHERS, 1st September 1857.

In fifth year	-	-	-	36
„ fourth „	-	-	-	56
„ third „	-	-	-	62
„ second „	-	-	-	91
„ first „	-	-	-	77

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The whole number of young persons examined by me in reference to apprenticeship during the past year was 429, and I can speak hopefully of the general results. I am happy to find that respectable parents begin to understand the terms “pupil-teacher,” “Queen’s scholar,” “training college,” and “certificate of merit;” and to show an anxiety to secure for their children the advantages which they represent. The plan of boarding and lodging apprentices with their teachers, as practised in Liverpool, Preston, Wigan, and Wolverhampton, produces excellent results, and I wish it could be more extensively adopted. The best students for training colleges are those so brought up.

Another year’s experience of the pupil-teacher system only confirms its value and importance. Apprehension indeed has been sometimes expressed that apprenticeships are unduly multiplied, and that difficulty in disposing of all the young

teachers may be expected to arise. Present appearances give no sign of any such result. The training colleges, even for female teachers, are not yet full, while Hammersmith obtains this Christmas but thirteen new scholars from the whole island. Applications for certificated teachers never were more pressing, and what is both new and astonishing, girls' schools have this year been closed for want of teachers, and managers have continued to write appeals in all directions, and to insert advertisements for months together in vain. The supply is still far from meeting the demand. With reference to my immediate district, I conclude, after investigation, that nine or ten years will pass before the schools in it are adequately supplied with certified teachers. My data are these. I find that there are—

In Lancashire, large town missions	-	-	-	45
„ remainder of district	-	-	-	18
				<hr/> 63
Of which, in Lancashire, employ certified teachers	-			28
„ remainder of district	-	-	-	9
				<hr/> 37

Leaving twenty-six large town missions without so much as one certificated teacher. Again there are—

In Lancashire, smaller missions	-	-	-	89
„ remainder of district	-	-	-	74
				<hr/> 163
Of which, in Lancashire, employ certified teachers	-			10
„ remainder of district	-	-	-	7
				<hr/> 17

Showing 146 smaller missions without certified teachers, and raising the whole number of places so circumstanced to 172. Every mission has its congregation, and church or chapel, and may be expected in time to possess its school also, if now without one. Such is the desire and aim of the ecclesiastical authorities. But deducting ten per cent. for places too small or poor for the maintenance of a school, and another ten per cent. for places unwilling to employ certified teachers, if they could get them, we have still left 138 places requiring teachers; and allowing one teacher for each of the small schools, two for the more important, and three for a few of the largest, I have no doubt that from 180 to 200 certified teachers, in addition to those already here, could be usefully employed in this district. From the three training colleges, the utmost that can be looked for is an annual supply of sixty

new teachers, of whom one-third may be calculated on for each division of Great Britain. A few teachers from other quarters may be expected to make good any vacancies in existing numbers, and the annual increase in certificates may be taken at twenty. At this rate nine or ten years will be spent in providing teachers for schools, and anxiety respecting the number and prospects of pupil-teachers is quite premature.

Discussion
on grants.

It will be observed that the above calculation assumes a co-operation almost unanimous on the part of managers of Roman Catholic schools with the Minutes of the Committee of Council on Education. The assumption rests upon experience, no less than upon reason and authority. Nothing at present limits the number of schools asking grants but the meagre supply of trained teachers. There is no example of a teacher, male or female, with a good character and a certificate, who cannot command a choice of situations. Within my experience no school fulfilling the conditions of grants has failed to apply for grants and to receive them. Again, excepting the training colleges largely aided by Government grants, no machinery has been established, or, as far as I know, is so much as devised, for the purpose of training Roman Catholic teachers. For the most part, all who desire to promote education are willing to accept Government aid; and the question about your Lordships' grants is really debated between the friends and opponents of popular education. During the past year, indeed, considerable discussion has taken place. Points already settled have been re-opened; new objections have been sought for, and malcontents have had full opportunity, in pamphlets and periodicals, to submit their views to the judgment of the public. The result is, that argument and authority combined to sanction the policy already adopted, and to encourage further efforts in the same direction. A writer, even more distinguished for keen intellect than influential position, thus sums up the effects to be anticipated from "the secession of our Catholic schools from Government inspection." That measure would, he remarks :—

- " 1. Lower the Catholic body very materially in the eyes of the country.
- " 2. Throw a slur over our excellent bishops, who have so deliberately committed us to all this.
- " 3. Be a public acknowledgment that we daunt not face the improved secular education of the nineteenth century.
- " 4. Cast a huge, and indeed impossible tax on the Catholic laity.
- " 5. Close very many schools.
- " 6. Be the eternal loss of several thousand children's souls.
- " 7. Place parents and youths in a proximate temptation to apostasy.
- " 8. Throw us back twenty years in the matter of education, which has always been our shame, and is our shame still.
- " 9. And be a decisive step towards bringing us under a compulsory non-religious system of education."

Consequences of so disastrous a nature would never be voluntarily accepted by persons of sound mind ; but, lest any should be driven into them by vague fears and an unreasoning panic, the *Roman Catholic Poor School Committee* requested a fresh expression of opinion from the ecclesiastical authorities ; and, upon the 25th of April 1857, Cardinal Wiseman, on behalf of the Roman Catholic Bishops, addressed to the Hon. Charles Langdale, the zealous and respected chairman of that Committee, a communication which conclusively terminated all discussion. From this document, of which the importance in regard to the schools which I visit cannot be exaggerated, the following sentences are extracted.

"I am desirous to assure you that we do not see any real necessity for going again over ground deliberately trodden over, or for entering into questions once thoroughly sifted and definitively settled. Some apprehension seems to have been entertained lest the schools which are settled under this (the model) deed should thereby come under Government inspection and control differently from others. These apprehensions appear to us groundless. There is nothing in the deed, or in any other document connected with it, which recognises any further inspection or management of these schools by Government officers than are to be exercised in the case of other schools. That jealousy may be felt about any relations between Catholics and Government is a natural result of our past and even recent history. Vigilance is no doubt to be exercised ; all prudent caution must be used in the acceptance of such gifts as we have not been accustomed to. But, when these precautions have been taken, apprehension should cease ; and the faithful should not be harassed and perplexed by the raising anew of questions long since solved after full and deliberate consideration. The whole question of education grants has been reopened, as if the model deed had not been maturely examined until now, or had slipped inadvertently into operation. Such a view is completely erroneous. It was originally examined clause by clause, and phrase by phrase, by the bishops ; and we now see no reasonable ground for revoking, modifying, or qualifying the decision to which we then came. We trust, therefore, that this explicit conclusion and declaration to which we have come, and which you are authorized to use in any way that you may deem conducive to the general good, will have the effect of allaying any apprehensions which may have been excited among the Catholics of Great Britain on the subject to which it refers. We think, for I write in the name of my episcopal brethren, that building grants may be safely accepted under the model deed, known also as the Kemerton deed, and of course maintenance grants with equal safety."

Under such high sanction, so unequivocally given, it is not Newschools. surprising that the disposition always manifested in the north of England to benefit by your Lordships' most liberal offer of assistance in building new schools should have acquired fresh strength among the promoters of education. And, in truth, I do not remember any time at which so much progress was being effected. Among recent erections may be specified fine schools built by Sir Humphrey de Trafford, at Barton on Irwell ; by James Lomax, Esq., at Great Horwood ; by Colonel Towneley, at Burnley ; by Miss Aghionby, at Wigton ; by Mr. Bretherton, at Rainhill ; and by Canon Kershaw, at Patri-

croft, the works of individual benefactors. Combined exertion has raised good school-buildings at Wolverhampton, Wigan, St. Patrick's, Wellington, Hyde, Great Haywood, Chorley, Preston, St. Ignatius', Darwen, Saint Helens, and Holywell. New schools have been established in premises converted from other uses at St. Augustine's, Liverpool; Practising School, Liverpool; and St. Alphonsus', Manchester. Sir Pyers Mostyn is building admirable schools at Talacre, Sir Robert Gerard at Billinge, and Lord Edward Howard at Hadfield. Fine structures are rising at Birkenhead, Garstang, and Stockport. The architectural proportions and complete appointments of these schools and others, finished within a few years, surpass anything previously seen, and belong to a new era. Their influence, however, is not unfelt among the older institutions, which one after another attempt various improvements. Thus, a classification of the annual grant schools inspected last year would rank the buildings in fifty-seven cases as "new and good," in eleven cases as "improved and good," and in seventeen cases as "needing improvement." As inspection extends, the third class will be likely to increase in number; but schools will be constantly passing upwards from it, until all the buildings may be considered good.

Country
schools

The promoters of village schools do not invariably consider that a plan which may answer very well for a town parish densely populated is not necessarily suitable, even on a reduced scale, to meet their own wants satisfactorily. For village schools, the multiplication of groups of small rooms appears to be a mistake; and the common design of a central teachers' house, with school-rooms in either wing, deserves praise for its symmetry rather than its success. Good teachers cannot be found for all these small rooms, nor, if found, can they be adequately paid, nor, if found and paid, will they rest content with the dull idleness of teaching a score of rustic urchins. Already in the country districts double rooms not unfrequently occur, of which one only is in use, and that one perhaps of insufficient size for the children. And when, as lately happened to the Rev. E. Power, at Cunsough, and to the late Lord Shrewsbury, at St. Wilfrid's, near Cheadle, vigorous and able masters and mistresses are placed at high salaries in little rooms to tend from fifteen to twenty poor children each, the experiment leads only to disappointment. One fair room, such as that recently built at Wigton, with divided playground and separate conveniences, is rather to be recommended where not more than eighty children are expected to attend. If two rooms are desired for Sunday school, a sliding partition, properly packed to deaden sound, can easily be provided; but such partition should be carried right up to the ceiling or roof,

since partial divisions increase rather than lessen confusion. For one room, such as described, I feel no hesitation in strongly recommending the engagement of a schoolmistress from the training schools. An annual supply will now be available, and about Michaelmas certified students of the second year may safely be engaged to commence their duties with the following January.

In thus recommending for country parishes mixed schools under certificated schoolmistresses, I have had in view the real interests of those institutions. A further advantage to the educational system would incidentally occur from its adoption, inasmuch as no efficient schoolmasters would be drawn away from the large boys' schools, where the services of every one of them are so much needed. In the latter class of schools, indeed, I remark with lively satisfaction a decided improvement. St. Francis Xavier's, Liverpool, under Mr. Andrew Kelly; St. Ignatius', Preston, under Mr. Patrick Leahane; and the Lancaster Roman Catholic School, under Mr. Michael Henry, deserve the highest praise. The schools at Liscard, under Mr. Denis M'Curdy; at Carlisle, under Mr. Daniel M'Carron; and at Burnley, under Mr. Henry Roche, are eminently well conducted and satisfactory; and to these I would add the same honorable mention, qualified by the remark that I have examined the school once only, of Longton, under Mr. Patrick Walsh. Still, after full allowance has been made for all which the praiseworthy labours of the masters above named, and others of the same stamp, have accomplished for boys' schools, it cannot be denied, upon a candid review of the general condition of education, that the schools for the other sex exhibit the same superiority to which your Lordships' attention has been formerly called. For one good boys' school I could name five good schools for girls; and for one male apprentice able to stand up and give a creditable lesson to his division, I could point out ten, and perhaps twenty females. To a fact so notorious, and so little calculated to encourage, I should not again invite attention, did I not feel assured that the time is come for inquiring why the fact is so, and for gravely seeking palliatives at least, if not a complete remedy. The matter grows yearly more serious. Inferior masters cannot train superior apprentices; apprentices badly taught miss their scholarships at Hammersmith, and are shut out of the college, which thus straitened can produce but few masters; the schools apply in vain to the training college, and find no means for replacing their inferior masters by better ones. Unless this vicious circle of difficulties can be broken through at one point or another, advance cannot be secured for the boys' schools. And, though with great diffidence, I

Boys' schools.

would add a further consideration, that the limited supply of teachers actually produced by Hammersmith will be found—partly from the inferior models familiar to them, partly from their short residence at college, and partly from the want of a large well-worked practising school in connexion with it—to be better fitted to act for a time as assistants than to take immediate charge of important institutions, as if they were already finished masters of the teacher's art. Unusual indulgence has indeed been heretofore shown in admitting students; but young men, if they are ill-prepared on entering, if they have nearly as much to unlearn as to learn, if they reside for a single year, or if remaining two years they have no good school for practice, though on quitting college they may find useful employment, will not be qualified to raise boys' schools to the excellence required. The reform must begin in the schools themselves. How is it then, that, in Roman Catholic schools, the boys' departments are often inferior to the girls', and what means can be tried for raising them to an equality?

Causes of failure.

Ten or twelve years ago, it is no secret that efficient schools for either sex were far from common. The returns collected by the Roman Catholic Institute in 1845, when public attention was first called to the subject, teem with lamentations over bad rooms, failing funds, and incapable teachers. The few exceptions were found in schools conducted by religious communities, towards which the purest spirit of self-sacrifice is ever attracted. At that time, perhaps, the best boys' schools might have claimed superiority over the girls'; for the Religious Brothers of Ireland, then established in London, Liverpool, Manchester, Birmingham, Leeds, Bolton, and Sunderland, possessed advantages of training and tradition, and enjoyed a reputation greater than could be attributed to any poor schools in charge of sisters. Upon the introduction of the Government Minutes, however, a difference of policy manifested itself, which has gradually reversed the position of the two sexes; for while the brothers declined all connexion with what they thought a "new system," the sisters of various communities heartily responded to the fresh demands of charity in admitting into their houses the organizing mistress engaged from Dublin by the *Roman Catholic Poor School Committee*, in studying the best books on primary education, in receiving Her Majesty's Inspector, in adopting improved organization, in undertaking the instruction of pupil-teachers, and even in affording written proofs of their own attainments. Hence, it has resulted that constant progress has, on the one hand, been maintained in the large girls' schools, while the boys' schools, on the other hand, have retrograded. For to stand still while others advance is to lose

ground. Again, the first great undertaking of the *Roman Catholic Poor School Committee* in, 1848, was the attempt to found a training college for masters; but they had to look beyond the United Kingdom for their model, and for help; and it cost years of patient labour, and 15,000*l.* in money, to establish Hammersmith on its present basis. In 1855 two female training colleges may almost be said to have founded themselves at once, and without expense. Yet what a contrast in the scholars' list just issued! Forty-three females, and but thirteen males! And what deserves notice is that several of the successful female candidates had been apprenticed with the full approval and co-operation of the clerical managers in schools, where the corresponding departments for boys decline to accept aid from the Parliamentary grant. Such is the state of affairs at Liverpool, St. Peter's and St. Nicholas, Manchester, St. Patrick's; and Preston, St. Austin's. The Irish Brothers are too grave in character, and too conscientious in principle to act without solid grounds. What these grounds are they have never explained, and it would be unbecoming to retail current surmises. I allude to the course they have chosen for themselves only in explanation of the present state of the boys' schools. In 1848 the brothers conducted the largest and best schools, with an estimated attendance of 4,000 boys. In the ten years which have elapsed they might have reared two bands of apprentices, each one hundred strong; they might have filled the training college again and again with capable students; and have long ago supplied a large number of boys' schools with pious and efficient masters. They have done nothing of the kind. On the contrary, using that liberty which is their right, they have declined to afford their help. The consequences, patent to all, are seen to be that the Brothers have themselves been relieved of one school after another in Liverpool, Salford, Preston, Bolton, Sunderland, Birmingham, and London; that where they remain, a heavy and needless tax is imposed for their support upon clergy and laity; that male apprentices, excluded from the best schools, are elsewhere feebly handled, both intellectually and religiously; that the training college lacks students; that boys' schools cannot obtain good masters, and have sunk to a position of inferiority, when compared not only with other boys' institutions, but with girls' rooms in the very same establishments.

Is there no remedy for the evil? The remedy, I believe, must be worked out in detail; and every boys' school raised from a drooping to a vigorous condition will contribute towards the general cure. Up to a recent period, I was of opinion that managers of schools would act prudently in waiting for

Dublin
Training
College.

masters from Hammersmith; further experience and re-consideration have modified that opinion. It is neither wise nor just to expect too much from a training college. Some excellent boys' schools have been already formed, and the number may be multiplied by the adoption elsewhere of the means which have conduced to their superiority. When, ten years ago, a demand suddenly arose for skilful trained masters, at a time when there existed, not only no home supply, but, literally no prospect of one, recourse was had to Dublin; and it is to the admirable training institution of the Commissioners of National Education in Ireland that the Roman Catholic schools in England are at this day mainly indebted for their most successful masters. I think that managers of schools should still look to the same quarter. Great care indeed must be exercised in making appointments, since many incapables claim the credit of Marlborough-street training, and have occasioned frequent disappointment and injury. Managers may safely assume that, in this country, there is no such person as a qualified master of good character without a school, and may resolutely set aside any testimonials on paper or parchment that may be offered. Reference must be had, or if possible, a visit paid, to Dublin. Personal interviews with the professors of the training institution, and with the candidates for appointment, afford the best hope of a proper selection.

Increase of
salary.

I should very imperfectly discharge the duty of submitting a general report to your Lordships, were I, in treating of this important subject, to refrain, through fear of offence, from declaring my conviction that Roman Catholic schoolmasters are inadequately remunerated. I am intimately persuaded that policy (I am almost disposed to add justice) requires a general increase in their salaries, and other additions to the advantages of their position; at all events the cause of boys' schools cannot be deemed hopeless until the plan of increased liberality which I recommend has been tried and has failed. A schoolmaster is expected to be a model of virtue for the imitation of his scholars, vigilant, kind, disinterested, zealous, prudent, patient, cheerful, sincere, and pious; of good attainments, with a talent for teaching, strictly upright in his books and accounts, in the prime of life, yet of a settled disposition, possessed of tact and knowledge to form children and please parents; and not one such man is sought for, but two hundred of them. What then may be the amount of remuneration offered for qualifications which in this busy age would open so many lucrative careers to their possessor? What is the reward of a prolonged education and years of mental labour? In the summaries appended to this report, I find that the pecuniary emoluments of my certificated schoolmasters, in-

cluding Government grants, and all professional sources of income, average 69*l.* 17*s.* 4*d.*, and that only twelve of them are provided with houses free of rent. For last year the average was 7*l.* higher, and even then fell below the remuneration paid in other classes of schools. Out of the 69*l.* 17*s.* 4*d.*, Government grants amount at the least to 27*l.* 17*s.* 4*d.*, and the inference appears to be that managers expect to find perfect schoolmasters at sixteen shillings per week. I should be sorry to offer an invidious remark, but it will certainly be noticed that the emoluments of masters in British and Wesleyan schools range from 9*l.* at the lowest average to 103*l.* at the highest, and that by comparatively underpaying their teachers Roman Catholics appear to sanction for themselves a rule, against which, when adopted in any branch of the public service, they justly remonstrate. An uniform rate of salary would be very undesirable; remuneration should vary with amount of labour and length of service, but it should be from the first sufficient in every case to furnish the necessaries of life upon a decent scale. A schoolmaster should be able to live without pinching care, to marry if he will, and to lay by some small provision against sickness and old age. It is no part of my functions to regulate salaries; but, to answer once for all questions which will frequently be asked, I venture to suggest a scale of salary commencing with 60*l.* at the end of the first year, and rising by 2*l.* 10*s.* per annum up to 80*l.* The discussion concerns only large boys' schools in populous places, the most laborious positions, and, in justice, the richest prizes which the profession offers. It is in the interest of the schools themselves rather than of the masters that I plead. On all hands the cry arises that boys' schools are ill-conducted and unsatisfactory. Candour compels the admission that school-masters are ill paid and unsupported. I but bring together the two facts, and, supplying the copula, connect them as cause and effect; boys' schools remain bad *because* masters are badly paid. Poverty of resources, I fully expect, will be urged as a conclusive argument against increase of salary; permit me to demur to the plea. I write of large schools and Lancashire schools, and I maintain that such schools are, or ought to be, already self-supporting, while your Lordships' capitation grants will enable managers to give the additional salary which I recommend, even though they make no call of charity or duty upon the rich for the support of the education of the poor. Schools under the Irish Brothers prove, and in this respect at least they are most valuable, what large sums may be yearly raised by subscription for the maintenance of schools in which confidence is felt. Let equal liberality, aided by increased school fees and by capitation grants, be exhibited in other

Other
remedies.

boys' schools. When such liberality has failed to produce the results which I anticipate from it, it will be time to fold arms for another decade of years, looking to Hammersmith for masters who are not forthcoming.

Another arrangement, which would add comfort and respectability to a master's position, would be imitation of the recognised practice of other religious bodies, who generally provide teachers with suitable houses. If the master, thus housed, were willing to receive two or three of his apprentices, the interests of the school would be still further promoted, and in process of time the lists of Queen's scholars might be expected without trepidation. Individual managers of schools may take the steps now suggested. If, further, they would combine to establish in Lancashire, upon a moderate scale, a training college for masters, they would initiate a wise and beneficial measure. But apart from combination with others, any school manager may seek a tried master in Dublin, may give a sufficient and progressive salary, may furnish a house, may promote the settlement of apprentices in it; and, having done all this, he may justly require of master and apprentices an exact and punctual performance of all their duties, and may then rest assured that he at least bears no blame for the ill report of Roman Catholic boys' schools. If but two or three managers are incited to try the course sketched out, and should thus succeed in raising the character of their schools, I shall bear with patience the obloquy that is usually entailed by recommendations wearing the appearance of an attack upon the pocket.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS
INSPECTED BY S. N. STOKES, ESQ.

SUMMARY A.

Attendance, &c.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										For whom accommo- dation is provided, at 8 square feet of superficial area per Child.	Number of Certificated Teachers.	Number of Pupil-Teachers.
		No. of Schools, i.e. institutions held in separate buildings, and sepa- rately ma- naged.				Number of School-rooms in which separate Teachers are employed.		Present at Examination.		In Average Attendance.				
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.					
Annual Grants .	101	52	69	35	17	8,202	11,557	8,337	9,501	29,993	30	205		
Simple Inspection	28	6	12	3	16	806	1,393	676	726	2,996	-	-		

Per-centage of Children on School Registers

(1.)—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	9.1	10.98	11.44	12.19	11.52	10.4	9.74	8.9	6.65	4.69	2.86	1.68
Simple Inspection	4.79	13.7	14.88	6.85	15.07	10.85	10.28	11.04	7.53	2.08	2.06	.69

(2.)—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	42.94	23.43	16.11	9.01	5.35	3.17
Simple Inspection	22.39	37.81	14.18	12.69	7.46	6.97

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 161 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.	Are reported to be taught						
		Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.		
		Schools visited on account of						
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	112	6	94	1	18	5	—	—
Writing	113	5	100	4	12	1	1	—
Arithmetic . . .	112	6	92	2	19	4	1	—
Geography . . .	110	4	83	2	27	2	—	—
Grammar	109	3	68	—	39	2	2	1
History	71	—	56	—	13	—	2	—
Music from Notes	27	1	29	1	5	—	—	—
Drawing	9	—	2	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	119	21	6	124	19	2	115	27	2	120	14	2	119	26	—	123	16	—	97	9	2
Simple Inspection	3	1	2	2	3	1	3	2	1	2	1	1	3	2	1	5	1	—	—	1	—

640 Roman Catholic Schools in North-western Division.

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 76° Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 199 16 8	£ s. d. 2,908 15 3	£ s. d. 3,077 5 4	£ s. d. 796 8 0	£ s. d. 6,990 5 3	£ s. d. 0 9 7½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 76° of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
Annual Grants .	£ s. d. 5,360 14 4	£ s. d. 722 6 11	£ s. d. 1,894 11 8	£ s. d. 7,977 13 6	£ s. d. 0 10 7½	14,438
Simple Inspection	—	—	—	—	—	—

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer-tificated.	Uncer-tificated.	Cer-tificated.	Uncer-tificated.	Cer-tificated.	Uncer-tificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 69 17 4	£ s. d. 87 4 3	£ s. d. 65 19 2	£ s. d. 37 12 9	£ s. d. 44 6 19	£ s. d. 26 7 9
	Simple Inspection	—	45 0 0	—	39 0 0	—	—
Number on which average is taken	Annual Grants .	37	10	24	25	4	15
	Simple Inspection	—	1	—	1	—	—
Number provided with house or rent-free	Annual Grants .	12	5	18	13	1	6
	Simple Inspection	—	1	—	—	—	—

SUMMARY f.

School Fees.

School visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in these Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence	Over Fourpence.
Annual Grants .	73	14,823	58·96	30·06	5·97	3·8	1·21
Simple Inspection	1	146	100·	—	—	—	—

* The number of Schools inspected during the year was 111; but from 35 of those no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, J. REYNELL MORELL, Esq., on the ROMAN CATHOLIC SCHOOLS inspected by him in the NORTH-EASTERN DIVISION of GREAT BRITAIN.

MY LORDS,

York, January 1858.

DURING the interval which has elapsed since my appointment in March and the beginning of September 1857, I have been engaged in England and Scotland inspecting 41 places, containing 76 departments. The children in average attendance at those places amounted to 7,304, and those present at inspection to 8,519. I have examined 161 pupil-teachers, 35 candidates have been admitted, and 7 out of 12 female teachers examined by me at Glasgow for certificates were admitted by the Committee of Council.

A considerable portion of my time has been occupied by my journeys extending from Inverness to Sheffield, and covering a large space of ground. The most permanent centres of work in my district are Glasgow and the vicinity of Newcastle-on-Tyne. Indeed the former place will probably soon monopolize one-third of the work in my district, and even then there will be insufficient accommodation in the schools for a large part of the juvenile Roman Catholic population of Glasgow.

Though Newcastle itself has, at present, only two institutions, the neighbouring districts present a large number of schools, and two new Roman Catholic schools are about to be opened at Gateshead. Next to Glasgow and Newcastle the West Riding of Yorkshire requires most attention, and there is reason to believe that ere long the number of children attending our schools under inspection at Leeds, Bradford, and Sheffield will increase very largely.

FACTS OF SPECIAL INTEREST IN MY DISTRICT.

In the course of the present year excellent new buildings have been completed at St. Patrick's and St. Mungo's, Glasgow; St. Mary's, Newcastle; St. Mary's, Hull; at Stamfordham, near Newcastle; and at Selby. By the assistance of liberal grants from the Committee of Council spacious and commodious school-buildings are in course of erection and will soon be completed at St. Mary's, Sheffield; St. Patrick's, Bradford; St. Patrick's, Edinburgh;* and at Gateshead. Nevertheless, much remains to be effected, and the school-

* St. Patrick's school at Edinburgh is in course of enlargement rather than erection.

buildings in some places, such as Hartlepool, Doncaster, Falkirk, &c., require enlarging ; whilst, in some cases, the erection of new schools is imperative.

The managers of several new schools propose to apply for Government grants in 1858. Amongst others I may mention the managers of Chapel Hall, Airdrie ; St. Patrick's, Glasgow ; two schools at Gateshead ; Clifford, and Selby ; St. Patrick's, Bradford ; Keighley ; and Gargrave. It is probable that several others will seek for grants in the course of next summer. But while enumerating these details of hopeful progress, I cannot disguise the fact that much remains to be done to meet the wants of the population in such places as Leeds, South Shields, Hartlepool, Sunderland, Dundee, and especially Glasgow. It is also with regret that I have to announce the withdrawal of St. Patrick's boys' school at Leeds, Hartlepool ragged school, and Leith Roman Catholic school from my list. This has resulted entirely from want of funds.

With regard to the comparative excellence of schools, as a general remark, the girls' schools are best, the mixed schools are next best, and the boys' schools the least satisfactory. Infants' and night schools are in many cases very good. Girls' schools of the first order occur at St. Mary's, Edinburgh ; St. Mary's, York ; St. Mary's, Hartlepool ; and St. Andrew's, Newcastle. Darlington, Broughton, and Barnsley are excellent mixed schools ; whilst the best boys' schools that I have visited are at Edinburgh, Sheffield, and York. The St. Andrew's boys' school at Glasgow promises also ere long to stand at the head of the list. Mr. Donlevy's school at Edinburgh is quite an exceptional case, constituting the first institution in my district, and probably one of the first primary schools in the empire. Nor can I overlook the Yorkshire Roman Catholic Reformatory, which, under its present direction, bids fair to be one of the most admirably conducted charitable institutions in the country.

Of infant schools that of St. Andrew's, Newcastle, cannot easily be surpassed ; whilst those at St. Mary and St. Mungo at Glasgow, and of St. Catherine and St. Mary at Edinburgh, are everything than can be desired in instruction, moral tone, and religious influence.

The night schools at Glasgow and that at Bradford are the best in my district, and are quite admirable ; I am happy to add also that many other of these invaluable institutions are rising in all directions. I cannot omit to give here a passing tribute of thanks for the kindness and courtesy invariably extended to me by managers and teachers, and of my admiration of the self-denial and devotion of those excellent persons in a calling which is in many cases all sacrifice.

GENERAL SURVEY.

It would be premature in me to offer many strong opinions on the state of my district without more experimental and individual means of comparison. Nevertheless, it would be injudicious to pass over certain points in silence, and a comparison of the existing state of one part of my district with another without retrospective judgment, is not only admissible but desirable. The following are a few of the general conclusions to which my brief experience has led me, together with some of the principal matters brought before my notice by managers, and which I beg to submit without offering any further opinion on the subjects.

1. The first obvious impression that I have received is that of the extreme poverty of a large part of the children inspected by me, more especially in Scotland. It is this state of things which has led many of the managers to suggest the advantage of uniting an industrial to the intellectual department of the schools.

2. It is impossible to overlook the general superiority of the girls' and infants' schools over the boys' schools, a fact to be attributed to the superiority of the ladies in charge of many of the former departments. On the other hand, mixed schools, though under male teachers, are often very good.

3. I have to report without comment a frequent complaint of managers relating to Roman Catholic factory children in the cotton-spinning districts. They represent that a large part of the Roman Catholic children between the ages of eight and sixteen are exposed to a compulsory attendance in Protestant half-time schools belonging to Protestant mill-owners. The parents of such children are required to pay weekly pence for their attendance in those schools; if the pence are withheld, the children are dismissed from the factory, and, moreover, though the children should not attend those schools, this tax on the parents prevents them from sending their children to any Roman Catholic schools. Accordingly, as was remarked by one of my colleagues in a previous report, almost all the pupils in our schools are virtually infants and adults.

4. In Scotland my attention was particularly directed to the great benefit that would be conferred by the extension of the capitation grants to Scotch Roman Catholics. This opinion would appear to have some foundation, if we bear in mind the very difficult position of the Roman Catholic clergy in Glasgow, a city inundated with poor Irish, whose spiritual, intellectual, and physical wants have to be provided for by a clergy numbering only eighteen persons, and not by any means rich. As my Lords have decided to give greater latitude to

the interpretation of certain of the Minutes in large poor and populous districts, as the Roman Catholic population generally consists largely of a class more indigent than the great majority of the lower orders of other denominations, and as it is impossible to meet the difficulties of the case in Scotland without some modification of existing regulations, it may appear expedient to extend the provisions of the capitation aid to the Roman Catholics in Scotland, and to interpret some of the Minutes with somewhat more latitude in other cases, so as to suit the abnormal and exceptional nature of this state of things. When I state that the Roman Catholics in Glasgow exceed 100,000, that they are almost exclusively poor, and that the Roman Catholic clergy there do not exceed eighteen, it will be obvious that their charity and exertions cannot meet the evil without the application of extraordinary aids.

Taking a broad survey of my district, and for want of longer experience, comparing it rather with what I have read than with personal observation, I am happy to conclude, that whilst many deficiencies are a matter of regret and more of remedy, there is much to commend and admire, and that with a proper allowance of time, energy, and judgment the future is full of promise for the schools under my inspection.

I have the honor to be, &c.

J. REYNELL MORELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS FOR 1856-7, ON SCHOOLS INSPECTED BY J. REYNELL MORELL, ESQ.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools <i>actually</i> inspected between 1 Sept. 1856 and 31 Aug. 1857.					Number of Children								Number of Certificated Teachers.	Number of Pupil-Teachers.
	No. of Schools, i.e., institutions held in separate buildings, and sepa- rately ma- naged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommo- dation is provided, at 8 square feet of superficial area per Child.					
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.						
Annual Grants .	26	22	24	12	11	3,735	4,507	3,360	3,024	10,000	30	221			
Simple Inspection	5	1	3	1	2	105	174	—	—	600	—	—			

Per-centage of Children on School Registers

(1.)—Aged											
Schools visited on account of	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.
Annual Grants .	6'73	10'33	11'51	12'83	11'91	12'46	10'39	8'92	6'21	4'49	2'55
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	44'37	24'15	14'06	9'54	4'54	8'35
Simple Inspection	—	—	—	—	—	—

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 63 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Reading	51	—	51	—	—	—	—	—
Writing	50	—	49	—	1	—	—	—
Arithmetic	51	—	51	—	—	—	—	—
Geography	50	—	50	—	—	—	—	—
Grammar	51	—	51	—	—	—	—	—
History	23	—	23	—	—	—	—	—
Music from Notes	6	—	6	—	—	—	—	—
Drawing	—	—	—	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are	Furniture is	Books are	Registers are kept	Apparatus is	Discipline is	Fitness for Training Apprentices is
	Excellent, Good, or Fair.	Excellent, Good, or Fair.	Excellent, Good, or Fair.	Excellent, Well, or Fairly.	Excellent, Good, or Fair.	Excellent, Good, or Fair.	Excellent, Good, or Fair.
Annual Grants .	50	59	60	55	58	62	57
Simple Inspection	—	—	—	—	—	—	—

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 35* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 133 13 7	£ s. d. 1,375 6 6	£ s. d. 1,231 13 11	£ s. d. 359 8 7	£ s. d. 3,100 7 6	£ s. d. 0 9 1½
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 35* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscel- laneous.	TOTAL.		
Annual Grants .	£ s. d. 2,375 0 8	£ s. d. 378 7 11	£ s. d. 300 7 11	£ s. d. 3,713 16 6	£ s. d. 0 10 11½	6,733
Simple Inspection	—	—	—	—	—	—

SUMMARY e.

Salary of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emolu- ments (including Government Grants and all professional sources of income) .	Annual Grants .	£ s. d. 78 0 1	£ s. d. 53 2 6	£ s. d. 63 7 4	£ s. d. 47 1 9	£ s. d. 42 10 0	£ s. d. 31 10 0
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken .	Annual Grants .	24	3	13	11	2	4
	Simple Inspection	—	—	—	—	—	—
Number provided with house, or rent-free .	Annual Grants .	12	—	5	8	—	2
	Simple Inspection	—	—	—	—	—	—

School Fees.

SUMMARY f.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of these Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	30	5,678	51.48	33.13	10.9	3.64	.9
Simple Inspection	—	—	—	—	—	—	—

* The number of schools inspected during the year was 41; but from 6 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

GENERAL REPORT, for the Year 1857, by Her Majesty's
Inspector of Schools, E. WOODFORD, Esq., LL.D., on the
Schools connected with the ESTABLISHED CHURCH, and other
Schools inspected by him in the MIDLAND DIVISION of
SCOTLAND.

MY LORDS,

Edinburgh, 9 January 1858.

THERE are several points connected with the inspection of schools on which it is most desirable that committees of management, or the correspondents on their behalf, should bestow a little more attention.

Attention of
managers
required.

1. It is still often omitted to intimate at the time the appointment of a new teacher on whose account a grant in augmentation of salary is desired, as if this should follow simply because the new teacher is certificated, and the school may have been already under inspection; and thus the teacher not only loses (according to the existing rule) any grant for the broken year at the school which he has left, but may be a year, or even more, at the new school without one. I have formerly called attention to this hardship as one which it should not be impossible, as it is certainly most desirable, to have remedied in some way. All certificated teachers, and successful candidates, on the intimation of their passing, are specially instructed, that in every new appointment to a school a specific application from the managers is necessary to their being credited with a grant, and that this grant will run from the beginning of the month after such application has been received at the office. The managers, after being specially informed on this point by the teacher, and, thereupon, undertaking to do what is necessary, are no doubt morally, and, I presume, also legally bound to make up whatever loss may be occasioned to him by their delay; but for him to insist on their doing so would place him in a peculiarly undesirable position. The omission on their part is purely one of oversight. I have heard ignorance of the form of application pleaded in excuse, though no particular form is, in the first instance, required; and the correspondent waits for the inspector's visit, believing that this explanation will be accepted and make all right. It would obviate all difficulty if teachers could be supplied with a form of application for their augmentation, to fill up and get signed by the managers, as the completion of their appointments.

Loss occasioned by
delay to ask
grant for
new teacher.

Oversights
in Form IX.

Salary.

Income and
expenditure.

Irregular
signature.

Evil.

Statement
by pupil-
teachers.

2. The entry of the "income and expenditure," on the face of Form IX. is very often erroneous, from pure inattention to what is required, and particularly from omitting to read the note explanatory of what is meant there by "salary of teacher," an expression which, in Scotland, is usually applied exclusively to the fixed sum, whether from endowment or stipulation, which is annually paid to the teacher independently of school fees, &c. A fixed or stipulated allowance to the teacher is often, as such, entered under the head of "endowment," instead of "voluntary contribution." It does not always appear to be understood that the thing wanted is, on the one hand, the ordinary income, from all sources, for the maintenance of the school, and, on the other hand, the expenditure of this income in the remuneration of the teacher and otherwise. It is often supposed that it is the teacher's "income" that is required, and this is stated as endowment or voluntary contribution and school-pence; the former being repeated in the second table as salary, on account of there being a heading for it; but there is no "expenditure," as the teacher expends nothing on the school, the cost of school fuel being usually defrayed by a collection from the children.

3. The object and importance of the entries in the way of certificate throughout Form IX. are often entirely overlooked, and I have known this form to be handed to the teacher blank, but already signed, for him to fill in whatever was required. This implies perfect, and often, no doubt, well-grounded confidence in the teacher, but it is most irregular in form, and there occasionally arises from it one great evil, which is rarely observed or suspected till it be too late for remedy; namely, an irregularity in the time and attention specially engaged to be devoted daily to the instruction of the pupil-teachers. This irregularity, however the teacher may think that he compensates or more than compensates for it, by giving some extra time immediately before the annual examination, generally reveals itself in shortcomings in the exercises, which bring down admonitions, warnings, and occasionally loss of stipend, upon the pupil-teachers. Then arise recriminations, which it is impossible to dispose of satisfactorily. Some cases of loss of stipend which I have at present in view arose not immediately from the badness of the papers, which has never been the cause without a year's warning, but from copying or communication as the result of conscious inability to proceed at all with one portion of the exercises.

At the last examination for Queen's scholarships the paper on school management gave the candidates an opportunity, though there was another object for the question, of remarking

upon the time allotted by the teachers to their instruction. In the great majority of cases an hour and a half, the full time, is stated to have been given, without any remark implying irregularity, or any change, except for summer and winter; and in not a few cases, it appears to have been extended to two hours or more. There are, however, some cases of an opposite kind, and I am bound to say that my observations, in the course of inspection in these cases, incline me to accept the statements made by the writers as substantially accurate. I may quote two of these cases (a girl's and a boy's), remarking that they are by much the worst of them:—

(a) “ We, pupil-teachers, were allowed half an hour in the morning, before the school opened, to question one another on any subject selected by the teacher, she being not present with us in the mornings, only ourselves. Sometimes we received part of our lessons in the evening after the school was dismissed, but in general our lessons were heard during the hours that the monitoresses received their lessons.”

(b) “ Any hour [for instruction] could be given during summer, without much disadvantage to any party; but in winter, when the school was better attended, after school hours was the best time. I have scarcely received any private instruction, but had plenty time to study at home, and also in school on account of the fewness of the scholars.”

4. I continue to receive numerous complaints from teachers that, though they get copies of the tabulated reports, they never see the general reports. This, I presume, must arise in the great majority of instances from the omission of the correspondent to put them in circulation; but there are cases of managers stating that they do not now receive these reports as formerly. It may not yet, however, be fully known that by a recent regulation copies of the volumes containing the Minutes of Council, and the general reports of the inspectors, are not now sent to individual managers of schools as such, but to the official correspondent, to be by him placed in a school library, or otherwise made available to all the teachers under inspection as well as the managers generally.

General Reports not seen.

DEFECTS IN THE TEACHING OF GRAMMAR AND ARITHMETIC.

Grammar and arithmetic are the most effectual means of early intellectual training, and the two great pillars of the secular part of instruction; yet it is in the elementary teaching of these in nearly all our ordinary schools, and indeed in most others, so far as I have seen, that the most important, most obvious, and most easily effected improvements remain still to be made. And so much am I impressed with this conviction, that I have not hesitated to devote a portion of my general report to the subject in several successive years. In grammar something, but I think not the best thing in all respects, has been done. A system of the analysis of sentences has been pretty generally introduced, which, whatever im-

Grammar.

provement it might work out in the upper class of schools where the children are kept sufficiently long to be familiar with it, seems to me much too cumbrous and technical for elementary teaching in those for the children of the poorer classes, whose parents not unfrequently object to their getting grammar at all, and often remove them before they are sufficiently familiar with the terminology to profit by this mode of imparting it. In the master it has a very learned appearance, before the generality of his visitors, to speak of *subject* and *predicate*, while meaning nothing more than their familiar *nominative* and *verb*, and thus unnecessarily altering the well defined and long established application of the two logical terms, and necessitating a distinction between "*the predicate*" as one thing, and "*the complete predicate*" as another.

Order of
parsing.

Now, in every instance, though they are not yet many, in which the plan of parsing in the order of the meaning, going from each word to that with which it is immediately connected, as suggested in former reports, has been correctly and steadily carried out for a time, the result is most satisfactory. The exercise becomes not only agreeable but exciting, and the development of the child's mind is soon very perceptible. The absence comparatively of any machinery or apparatus requires more the constant attention of the teachers, because there is nothing but the chain of thought, clear and simple as that may be, to determine the next step; whereas, by the old plan of parsing in the order in which the words occur in reading the sentence, or in deviating from this according to certain technical rules regarding adjuncts, prepositional clauses, &c., the machine will go on without such constant watching, and hence the plan here and formerly proposed, apart from dislike to change from fixed habits, may, on a short or partial trial, be less attractive than many others. Its simplicity, however, does not preclude, but rather suggests the division of compound sentences into principal and explanatory clauses, by requiring all the words in one to be parsed, as forming a more intimately connected part of the sentence, before proceeding to another, and that being taken first, and as principal, which would form a complete sentence independently of the others. The whole application of grammar becomes thus simply and directly an exercise on the meaning of the passage, and most desirably halts whenever the thread of thought is lost.

Neglect of
participles.

In the details of parsing the most general defect arises from disregard to the participles beyond simply naming them, and either entire ignorance or very indistinct views of the several meanings and constructions in which they may be employed. Thus in the sentence, "*I was engaged in writing a book,*" which I have proposed in a great many schools, when the par-

ticular use of the form in *ing* occasioned a difficulty, I do not remember that in any instance I got all the words correctly and syntactically parsed at once. If "*writing*" was made the participle, "*in*" must govern "*book*;" or if "*in*" was made to govern "*writing*," which in that case was viewed as a noun solely, "*book*" must be the nominative after "*was*." Now, by calling attention to the immediate connexion of the words in meaning, with the assurance that the same must be their connexion in grammar, all these and similar errors were soon repudiated, and there remained only the staggering inconsistency, as it generally appeared to the class, of making the word "*writing*" occupy the position of an objective to "*in*," while still retaining power as a verb to govern "*book*."

In arithmetic there still prevails almost universally the very Arithmetic. great fallacy of taking the number of rules gone over for the extent of progress made in the subject. So much is this the case, that in taking down the numbers in the several sections of a school, when I get eight or ten in the "*higher rules*," which include those who have gone over proportion, simple and compound, interest, vulgar and decimal fractions, and are usually at the time working square and cube root, I generally keep such a class in view as one that is most likely to fail in some very simple question. To enable myself to speak quite positively on this point, I resolved to give one exercise, the same in all such cases, and the following was fixed upon:—
 "What is the price of three-fourths of a boll of potatoes, if two-thirds of a boll cost 6s. 8d?" Simple as this question is for a class professing so much, it proved fatal in at least four cases out of five. Another was yet more fatal, but there was in this case the excuse that questions of the kind, however simple, are now usually reserved for algebra, and accordingly it was solved almost by those only who were or had been in that branch; namely, "At an election there were 5,050 voters, and 2 candidates. Now, at the close of the poll the successful candidate had a majority of 60 votes; how many voted for each?" This was sometimes solved as a question in the "*rule of three*." The usual solution of those who did not fall into this absurdity, and who would venture on any exercise at all, without determining 'what rule it is under,' was to divide the number of voters by 2, and then add 60 to the one half, sometimes subtracted from the other, and sometimes not.

Very few classes indeed, whatever their progress over the book may be, can stand a very sifting examination on the principles of reduction. Yet this should be exceedingly easy, if these principles had been at any time thoroughly under-

stood. The same may still be said generally of proportion and of fractions. Yet I would not be understood by these remarks to say, that universally grammar and arithmetic are ill taught. There are instances in which they could hardly be better taught, but these are the exceptions, and their number is increasing much less rapidly than I had anticipated.

Other
branches.

Of the way in which the other branches are taught, generally, I have little at present to add to what I have formerly advanced. Some cases of chest disease have drawn my attention more particularly to the posture in writing, which, in many instances, cannot fail to be exceedingly injurious. Yet after the first lesson I have rarely seen masters paying attention to anything beyond the position of the fingers and wrist, and sometimes of the paper, and even that is often left to accommodate itself to the growing habit otherwise.

Errors in
school
books.

It is much to be regretted that in the ordinary and most popular of our school-books important errors, in fact or in principle, are allowed to run on from one edition to another uncorrected, and not being palpable, are adopted by the master, inculcated on the pupil-teacher, and so indefinitely propagated. In M'Culloch's Series of Lessons, page 50, there is a favourite lesson on "The Structure of Birds," which contains the following passage:—"A certain degree of thickness is necessary to give strength to the bone, according to the size of the bird; but it is found that a hollow bone is as little liable to break as a solid one of the same thickness," with more to the same effect. This is received and taught as literally and absolutely correct, so much so that I have never heard any master qualify or explain it in any way, and I have generally been stared at for calling it in question in the course of examining on the subject of the lesson. Yet when it is put to the class, they hesitate to say that a pump is as strong as the log was before being bored, or that it would not be strengthened by filling up the bore with a pole. But clearly they ought to hold this, according to the doctrine of the passage above quoted. Now, it would have been just as easy to state the beautiful and striking, but at the same time most simple and intelligible truth, that though a hollow bone is not so strong as a solid one of the same thickness (or diameter), it is stronger than a solid one of the same weight of material, because it has a greater diameter, and that thus, without any additional weight, additional strength is given to the skeleton of the bird, and to the stems of its feathers, which, in the wings in particular, require to be very strong. Upon the authority of the passage quoted, thousands of children annually have their minds impressed with an erroneous, and

consequently unintelligible or mysterious view of this proof of design in the works of creation.

There is another and a yet more uniform error, both in books and in teachers, though it relates to a subject which is much less frequently discussed, namely, the cause of the second tide, or that which is on the side of the earth that faces from the moon. In all the schools that I have visited, of whatever class, where the subject of the tides happened to turn up, they were explained by saying that the moon attracts most the water on the surface nearest to it, and so that is raised, and next the solid body of the earth more than the water on the other side, and so the latter is left behind. Now, it should seem pretty plain that, on the principle of the greater attraction merely, the mass of the water, except that forming lakes, should be on the one side or the other of the earth with reference to the moon. Attraction, however, is not here the only power in operation. The important fact has been here overlooked, that, on the principle of gravitation, the moon would not describe its monthly circle round the centre of the earth as relatively a fixed point, but that both these bodies must be simultaneously describing circles round their common centre of gravity; that, consequently, there must be a centrifugal force (from this point which is near the earth's surface), that exactly balances their mutual attraction, and that this must be the real cause of the tide on the off-side of the earth. I have never, however, offered this explanation without finding every authority and universal traditional instruction quoted against me. I am aware that this is not the place for theoretical discussion, nor should I make it so even to this brief extent, except as the most effectual, if not the only very available means for readily securing the attention of the teachers on my list to any error, as it appears to me, that their instruction is the means of propagating.

PUPIL-TEACHERS.

As the teacher naturally reproduces himself to a great extent in the school, he may be expected to do so to a much greater extent in the training of his pupil-teachers. I have found the prevailing defect in the school to be generally the prevailing defect in their exercises also. Defects continued in pupil-teachers.

In the details of common school parsing I found, as already mentioned, that there is little acquaintance with the various uses and constructions of the participles; and among the exercises of pupil-teachers,—of boys in the third, fourth, and fifth years, and of girls in the fourth and fifth years,—at the largest collective examination that I ever held, I gave the following:—
“ *Explain particularly the two participles, showing their* Instances.

"several uses, in what they are alike, and in what they differ." The great majority of the attempts to solve it proved entire failures. A considerable number were right in so many of the points, and wrong in as many others; and among the nearer approximations, there was just one all but entirely right.

I have for many years complained that, though the rule of three is taught and applied with various degrees of success to questions that are known to fall under it, the principles or proportion, beautiful, simple, and important as they are, very rarely receive their due share of attention. They may be taken up at first when the rule is introduced, but speedily practice alone prevails, and that not in *proportion*, but in the "rule of three." The following question was put at a large collective examination:—"When are four numbers said to be proportional? Are $19 : 45 :: 171 : 432$ so? Explain your answer?" To this no perfect answer was received, though a good many understood that the terms of a proportion can be stated fractionally, and as divisors and dividends. The following answer from an average boy in a very good school will illustrate the confusion of thought and expression arising from a fruitless effort to recall subjects, which, though once introduced, had not been kept up, or perhaps even once resumed:—"Four numbers are said to be proportional when each of them can't be divided by itself and no other number. 19 is right, but 45 is not proportional, neither is 432, but 171 is proportional."

Map drawing continues to be very rough. There is a general resemblance to the great outline, but even the principal features are almost all distorted, and the smaller ones are generally overlooked as if they were entirely unknown.

Some attention appears now to be paid to punctuation, but it is still exceedingly defective.

The papers generally do not show that spelling is specially studied with any principles that are applicable to classes of words, or in compounding with affixes, &c., but rather that it is left to practice in teaching and writing.

The general merits of the papers produced at the several main centres of examination are much the same, except that those in Perth were so decidedly below the general standard that, after they were revised, I took an opportunity of again meeting the pupil-teachers collectively to put them into their hands in the presence of the teachers; and I have reason to hope, from what passed, that the next set will be greatly better.

GENERAL EXAMINATIONS.

The general examinations intrusted to me to be held in June last were the most numerous attended of any that I believe have yet been held in Scotland. The male candidates consisted of 47 candidates for Queen's scholarships, 33 first year students, 25 second year students, and 33 teachers; in all 138. The female candidates consisted of 62 candidates for Queen's scholarships, 35 first year's students, 16 second year's students, and 10 teachers; in all 123. Great as these numbers were, I have reason to believe that, from the size and arrangements of the room, and the vigilance which, with assistance, I was able constantly to exercise, there could be no instance of communication between one candidate and another. I regret, however, to record that there was one instance of attempting to copy from a paper, which the candidate took from his pocket as containing a supply of pens. I observed and secured it before the exercise was commenced, but the usual penalty was nevertheless inflicted. I may mention here that I know of only one other instance of misconduct of the kind during the year. It occurred at one of the collective examinations of pupil-teachers, and was made the subject of a special report. The offenders in this case had been otherwise exceedingly well-conducted. Persons of the highest influence in the place moved by petition and otherwise on their behalf, and, in the circumstances altogether, I felt justified in recommending the case to favourable consideration. Still it was declared that the rule must be inexorably adhered to, as purity at the examinations must be maintained at all hazards. I have thought it right to mention these facts here as the most effectual warning that can be given on the subject.

Numbers
at general
examina-
tions.

Attempt to
copy.

Revision of
papers.

Of the papers worked at the general examinations in June, those on school management for candidates for scholarship, school management for first year males, religious knowledge for first and second years females, geography, Latin prose, and Latin verse for second year males, and Gaelic for first and second years males and females, were entrusted to me for revision. The results of this revision, as collected from carefully noted details, are exhibited in the four following tables, in which the five examinations, namely, two in Edinburgh, two in Glasgow, and one in Inverness, are represented by the letters A, B, C, D, and E, but in an order that was taken quite at random. The Rector, however, of each training college will readily recognize his own.

TABLES showing the RESULTS of the GENERAL EXAMINATIONS in June and July.

I.—CANDIDATES for QUEEN'S SCHOLARSHIPS.

Examination.	Paper on School Management.								Paper on Music.								Specimens of Copy-setting.								Errors in Spelling.	
	Males.				Females.				Males.				Females.				Males.				Females.				Males.	Females.
	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Average Number of Errors in Spelling to each Candidate.	Average Number of Errors in Spelling to each Candidate.
A.	-	8	17	24	7	10	7	7	3	2	2	5	1	7	5	6	-	15	13	24	-	9	9	13	1'789	1'613
B.	3	5	1	8	5	5	1	11	1	-	-	1	1	1	3	3	2	8	3	4	-	4	10	6	2'412	2'454
C.	3	20	8	15	3	11	16	31	1	2	-	1	3	6	13	5	1	11	16	16	-	18	21	23	1'804	2'132
D.	2	6	2	5	2	7	1	5	1	-	1	3	2	3	1	2	-	8	6	1	-	2	8	5	2'266	2'366
	8	39	28	52	17	33	25	54	6	4	3	9	7	17	22	16	3	42	37	45	-	33	48	46	-	-

II.—MALE STUDENTS and TEACHERS.

Examination.	Paper on Gaelic.						Paper on School Management.						Specimens of Copy-setting.						Errors in Spelling in School Management Paper.								
	Students, 1st year.			Teachers.			Students, 1st year.			Teachers.			Students, 1st year.			Teachers.			Students, 1st year.	Teachers.							
	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Average Number of Errors to each Paper.	Average Number of Errors to each Paper.					
A.	1	-	-	1	-	-	1	1	17	9	5	-	11	2	2	3	9	12	8	-	1	2	12	2'583	1'986		
B.	-	-	-	3	-	1	1	-	4	13	4	4	1	4	3	3	1	8	9	6	-	2	6	3	2'240	1'963	
C.	1	-	1	4	-	-	-	3	7	16	5	5	3	21	7	1	1	7	14	11	-	8	14	10	515	1'000	
D.	-	-	-	1	1	-	2	1	5	18	3	-	1	19	5	2	-	8	14	3	4	4	14	5	1'269	77	
E.	-	-	-	1	-	-	-	3	-	-	-	3	9	3	-	-	-	-	-	-	4	9	2	-	-	206	
	2	-	1	9	2	1	3	8	17	64	21	14	8	64	20	8	5	32	49	28	4	19	45	22	-	-	

III.—MALE STUDENTS—2nd YEAR.

Examination.	Geography.				Latin Prose.				Latin Verse.				Gaelic.				Spelling.			
	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Fair.	Under fair.	Average Number of Errors in spelling Words, not proper Names, in each Paper.	Average Number of Errors in Spelling proper Names in each Paper.	Average Number of Mis-spellings in each Paper.	
A.	1	5	6	13	-	2	1	4	-	-	-	1	6	-	1	-	2	3'840	0'960	4'800
B.	-	2	1	16	-	-	1	3	-	-	-	1	4	-	1	2	1	2'684	1'105	3'789
C.	1	4	6	14	-	2	2	5	-	1	2	7	-	-	-	-	3'000	0'760	3'760	
D.	-	-	6	11	-	-	-	-	-	-	-	-	1	-	-	-	4'118	1'068	5'176	
	2	11	19	54	-	4	5	12	-	1	3	17	1	2	2	3	-	-	-	

IV.—FEMALE STUDENTS and TEACHERS.

Examination.	Paper on Religious Knowledge.						Specimens of Needlework.						Errors in Spelling.													
	Students, 1st Year.		Students, 2nd Year.		Teachers.		Students, 1st Year.		Students, 2nd Year.		Teachers.		Students, 1st Year.	Students, 2nd Year.	Teachers.											
	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Good, &c.	Very fair.	Fair.	Under fair.	Good, &c.	Very fair.	Good, &c.	Very fair.	Fair.	Average Number of Errors to each.	Average Number of Errors to each.	Average Number of Errors to each.								
A.	10	13	6	5	14	7	-	1	1	-	14	10	10	7	-	6	7	2	-	-	12'294	10'285	1'500			
B.	3	15	12	9	3	10	1	-	-	-	11	12	9	-	-	4	1	-	-	-	5'162	5'071	4'000			
C.	9	17	6	3	7	9	-	-	7	1	2	25	-	9	1	6	-	2	6	6	1	2	9'571	7'123	12'300	
D.	1	9	7	1	6	6	-	-	8	2	-	15	-	1	1	10	-	1	1	8	-	2	7'277	9'416	3'400	
	23	54	31	18	30	32	1	-	16	3	3	36	-	30	24	32	-	9	18	17	-	1	4	-	-	-

The most satisfactory and striking fact on the face of these tables is the progress made by the second year's students, as compared with those of the first, in the paper for females on religious knowledge, which is the same for both, except that those of the second year have a wider option in the selection of the more difficult questions given in the supplement. It will be seen that all the second year's students, except one, are *very fair* or *good*, whereas of those of the first year con-

Religious knowledge.

Needle-
work.

siderably more than a third are only *fair* or *under fair*. There is not the same evidence of progress in needlework, in which the teachers are naturally superior to the students, as having had more practice.

School
manage-
ment.

The table of male students and teachers on school management gives a result that might have been anticipated, namely, that, speaking from experience, the great majority of the teachers are *fair* or *very fair*, while of the students, as the result of lectures and examinations on the subject, a greater number of answers are *good*, while at the same time a greater number, having failed to profit equally from oral instruction, fall below *fair*.

Latin.

The table of male students of the second year indicates a perceptible improvement in Latin, as compared with the results of last year's examination. Still it will be seen that the great majority of the papers are under *fair*, and that none attain to *good*.

Gaelic.

In the Gaelic papers there is no appearance of progress in that knowledge of the idioms of the language, which would enable the teacher to instruct Gaelic-speaking children in English with any peculiar advantage.

Copy set-
ting.

The specimens of copy setting are throughout much under what they ought to be. Of the female candidates for scholarship a full third are under *fair*, and none attain to *good*. The male candidates are perceptibly better only in so far that about $2\frac{1}{2}$ per cent. have attained to *good*. The teachers and the students of the first year are pretty nearly on a par.

Spelling.

If the specimens of penmanship are below what is desirable, the spelling is much worse, and it is remarkable that the average number of errors made by male students of the second year is greater than by those of the first, which would seem to indicate that the second year's students, being more engaged in advanced studies, have little or nothing in the way of special exercises for their improvement. The teachers have here a decided superiority, arising in part, no doubt, from their greater amount of practice in teaching.

The following may suffice as a specimen of some of the worst errors that occur:—"Alloted, accross, begining, cuting, "discipline, excercises, floaging, iniatates, juniour, lieing, "mispronunciation, minnium[*minim*], possition, possible, "seatted, tripple, caucious, peacable, &c."

Syllabifica-
tions.

Since the old mode of pronouncing the first syllable after spelling it, and repronouncing it from the beginning with every additional syllable, was abandoned on account of the loss of time, many have fallen into the opposite error of altogether neglecting syllabification in exercises in spelling, though it

would be perfectly easy to mark the end of each successive syllable by a perceptible pause before commencing the next; and I have no doubt that we may fairly attribute to this neglect, not only the errors which are very common in dividing words at the end of a line, but also much of our present inaccuracy in spelling.

The following are a few specimens of the division of syllables at the end of a line, the part after the hyphen being carried to the next line:—“*whic-h, aga-in, na-mes, l-ess, sc-hool, le-ft, w-ould, thos-e, p-laces, mak-es, m-ust, schoo-lhouse, appl-ied, whi-ch.*”

Division of syllables.

Owing to particular circumstances connected with the division of my former district, and the additions made to my remaining share of it, there has been a very considerable number of cases both of inspection and of reference for special report which it has not been in my power to meet within the expected time; and, independently of the absence of assistance for nearly half a year, some deviation of the dates of actual inspection from those at which inspection is due would have been for a time inevitable, because many of the dates in the old portion of my present district happen to coincide with those in the new portion, while it was impossible to arrange for an immediate change in the district time-table. The explanations and temporary arrangements that were thus rendered necessary have added very materially to the usual amount of my correspondence.

Causes of delay in reporting.

The settlement of the question regarding the time for the general examinations in Scotland will enable me to submit with less hesitation a revision of my inspection time-table, of which the registered dates have so long required to be accommodated to the practical changes occasioned by the constantly increasing number of cases, and the consequent subdivisions of district.

The progress in Scotland of inspection under the Minutes of the Committee of Council on Education may be best illustrated by reference simply to the fact that in 1850 there were only two Inspectors for the whole country, and now there are eight, besides the partial employment of a ninth. Four of these are in connexion with the Church of Scotland.

Progress of inspection.

I have the honor to be, &c.

ED. WOODFORD.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY E. WOODFORD, ESQ., LL.D., AND D. MIDDLETON, ESQ.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children								For whom accommodation is provided, at 8 square feet of superficial area per Child.	Present at Examination.	In Average Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.
		No. of Schools, i.e., institutions, held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.											
			Boys.	Girls.	Infants.	Mixed.								
							Male.	Female.	Male.					
Annual Grants .	296	23	41	20	237	15,247	12,517	15,234	13,028	31,770	179	68		
Simple Inspection	36	9	10	4	23	1,648	1,068	213	130	313	—	—		

Per-centage of Children on School Registers

(1).—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	2'27	5'7	9'25	11'65	12'04	12'15	11'62	10'95	8'47	7'13	4'68	4'22
Simple Inspection	—	—	—	—	—	—	—	—	—	—	—	—

(2).—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	33'16	22'94	18'17	11'65	7'57	6'61
Simple Inspection	—	—	—	—	—	—

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 343 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	283	14	280	12	3	2	—	—
Catechism	277	14	274	13	3	1	—	—
Reading	279	18	270	16	9	2	—	—
Writing	276	15	273	14	3	1	—	—
Arithmetic	277	15	258	13	24	2	—	—
Geography	268	15	260	13	9	2	—	—
Grammar	264	14	261	12	68	2	—	—
History	43	7	43	5	—	2	—	—
Music from Notes	23	—	22	1	—	—	—	—
Drawing	16	—	16	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants	278	16	3	292	6	-	237	30	1	273	3	2	277	31	-	296	5	-	23	1	-
Simple Inspection	26	3	1	26	2	-	15	10	-	12	-	2	20	7	-	23	8	-	1	-	-

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 337* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From Other Sources.	TOTAL.	
Annual Grants	£ s. d. 5,275 11 8	£ s. d. 4,769 17 8	£ s. d. 10,039 14 7	£ s. d. 1,738 11 10	£ s. d. 21,843 15 9	£ s. d. 0 17 9
Simple Inspection	—	—	—	—	—	—

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 337* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscella- neous.	TOTAL.		
Annual Grants	£ s. d. 17,807 11 8	£ s. d. 733 12 9	£ s. d. 4,237 17 5	£ s. d. 22,786 1 10	£ s. d. 0 18 4½	24,508
Simple Inspection	—	—	—	—	—	—

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary em- oluments (including Government Grants and all professional sources of income)	Annual Grants	£ s. d. 93 14 4½	£ s. d. 73 19 2½	£ s. d. 54 0 10½	£ s. d. 37 14 4½	£ s. d. 50 16 0	£ s. d. 29 5 8½
	Simple Inspection	—	—	—	—	—	—
Number on which average is taken	Annual Grants	120	76	44	18	4	7
	Simple Inspection	—	—	—	—	—	—
Number provided with house, or rent-free	Annual Grants	93	50	30	10	2	3
	Simple Inspection	—	—	—	—	—	—

* The number of schools inspected during the year was 324; but from 87 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY f.**School Fees.**

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in these Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants	213	24,007	20.19	36.15	27.54	9.08	7.09
Simple Inspection	—	—	—	—	—	—	—

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, JOHN GORDON, Esq., on the Schools connected with the CHURCH OF SCOTLAND inspected by him in the SOUTH-WEST of SCOTLAND.

MY LORDS,

Edinburgh, December 1856.

A RECENT arrangement of districts assigned, as the sphere of my duty, the six counties in the south-west of Scotland, from Lanark to Dumfries inclusive; to which bounds my occupation was accordingly confined during the last year.

The schools inspected were 205 in number, each distinct in respect of teacher, pupils, and management,—distinct, indeed, in all points; and in this number are included all schools of the district, which receive annual aid, as well as some which are not so aided.

In connexion with this enumeration, these particulars may be noticed:—1. The annual aid has been distributed among the different kinds of school as follows:—

*Description
of inspected
schools.*

To Parochial schools	-	-	-	-	48
„ Burgh	-	-	-	-	6
„ Sessional	-	-	-	-	37
„ Subscription (Assembly included)	-	-	-	-	74
„ Privately endowed	-	-	-	-	5
					<hr/> 170 <hr/>

2. The whole class of Adventure schools throughout the district remains unaided, though, as noticed in a former report, they are admissible to aid, on fulfilment of the usual conditions, and on application by the Presbytery of the bounds. 3. Thirty-five of the schools were inspected though unaided,—they having sought or welcomed inspection, either as likely to bring some benefit in itself, or as preliminary to an application for aid. 4. The unaided schools, which received inspection, by no means include all within the district known to desire inspection, or known to be much disposed to accept it. It is certain, indeed, that simple inspection is more extensively desired than annual aid is sought, the conditions being so much simpler. Nor is the wish for mere inspection confined to those who would have local, denominational, ecclesiastical managements to cease, but extends to those, who would retain such managements,—supplementing them with an inspection more public, more removed from local influence, and perhaps attended with other advantages. 5. It may be further noticed, that the number of schools annually aided and

inspected for the first time, during the last year, was 41 ; and of schools not so aided and then inspected for the first time, 35.

Repeated
reports.

Adverting to the not very large number of schools that came under view for the first time, during the last year, it may possibly be supposed, that what was said of the inspected schools on former occasions may be tolerably applicable to the last year's inspection, and that any renewed report is not necessary. On this point I remark, 1. That of 128 schools not inspected for the first time, 25 were, on the last occasion, under the charge of new masters ; that number may, therefore, be considered as virtually new. It seems, indeed, that change of place has of late been frequent among teachers in a very remarkable degree. Of this another instance may be mentioned : the Education Committee of the Church of Scotland maintain 180 schools, mainly in those outlying parts of Scotland which are not well reached by the ordinary provisions for elementary education ;—within the last five years, these schools have received no less than 163 new masters. And how have these changes come to pass ? Partly at the instance of the managers ; but far more, of the teachers' own free choice in the act of resignation. On the one hand, the managers, partaking the common interest in the improvement of education, seek for abler teachers, probably by raising the inducements ; and teachers, to meet this demand, are supplied from the training college, or they present the Government certificate. So qualified, they are naturally more ambitious than they otherwise would be, and they are not satisfied with the first step in their career, nor with the second. The tendency of all this is, to advance instruction in the end, but in the meantime the disadvantage to the school is considerable ; and perhaps, it receives less benefit from the several trained or certified masters whose stay has been so short, than it might have done from the longer and steadier services of others of less pretensions. But supposing that none of the schools here referred to were either really or virtually new, and that all had been inspected and reported in a former year, it is certain that the lapse of twelve months must have brought considerable changes in their condition. I am happy to state that very many of them have sensibly improved, in the course of the last year ; and that very few of them have sensibly declined. When they have improved, it is remarked that often they have improved in one or two points only, on which the master's skill or knowledge had been at fault ; but, when they have declined, it is generally in all points—for the decline is primarily in the master's energies or disposition, which affect, of course, in nearly equal degree, all parts of his work.

2. Of a certain number of the schools it cannot be said that

they have either very sensibly improved, or very sensibly declined. It is not a very considerable number; but even if the whole 205 were in that stationary condition, I would suggest an apology for still presenting an account of them, year after year, as not necessarily superfluous. It is this:—There are various points of view from which a school is wont to be observed; and to one of these the observation is probably confined, throughout the whole of any single occasion on which the school is under view. For example, the appointments, which form the material support of the school, are considered; the accommodations may be such as, almost perforce, to have a good or bad effect upon the school practice; and the income may be such as to afford a presumption favourable or unfavourable of its merits. How often, indeed, does it form the main point of an educational inquiry, to ascertain what amount of advantage the master enjoys in respect of emolument, as if that gave the key, not merely to the rank, but to the merit of the school! Again, in certain circumstances, a school is very fairly judged by its success in attracting pupils; a criterion not to be relied upon in all circumstances, but not altogether fallible, considering the usual power of good teaching to induce a large and constant resort. Farther, it is supposed that much of the efficiency of a school depends on the particular mode of management under which it is placed; and so the mode of school management becomes a matter of much interest. (*Appendix B.*) Other indications of the state or character of schools are offered in their discipline and organization; though it might be quite as proper to speak of discipline not as a mere indication of the success with which the great ends of education have been attained, but as itself one of the most important of these ends. Now, much of the condition of a school may be discovered, when it is viewed in any one of these phases, though they present only facts that do not directly express the actual, realized character of the school, but leave that to be obtained, rather uncertainly, by inference. In each of these cases, the point of view is, in truth, rather distant; but there are others, which are at once in more frequent use, and make the nearest possible approach to the object. Thus, the master's qualifications are observed as these appear from the known measure of his own attainments, and from the range of his professional experience; for it is presumed that the school, which is his creature, will be, in some sort, the image of his character. Or, again, the immediate subject of observation is the school itself, in its discipline, and in the intellectual progress it is seen to have realized. Finally, it is usual to look much to the particular modes of discipline:

and tuition used in any school, inasmuch as these are deemed a sufficient indication at once of its character and of the master's talent. Here, then, are various points of view from which the survey may be taken,—each presenting something unnoticed by the rest; and as they are not all easily available on one occasion, so there is room for repeated and not needless descriptions of the same schools.

Method.

On the present occasion, some remarks may be offered on the methods of discipline and tuition, which have been observed in the course of the last year's inspection.

"The best cultivation of a child's mind," says Mr. Temple, "is obtained by the child's own exertions, and the master's success may be measured by the degree in which he can bring his scholars to make such exertions absolutely without aid."*

Another high authority observes,

"That no teaching is of itself sufficient, it merely gives the matter which the pupil must work upon to become intelligent by his own exertions."†

To these dicta may be added the remark of a candidate for certificate at the late examination:—"No man ever became a scholar, simply or chiefly, by the efforts of his teacher; personal application is the only road to knowledge." This truth, however obvious, is by no means universally recognized in practice, and sometimes much neglected, even by teachers of no little merit; men, probably, who, from a certain ardour of temperament and anxiety to be in "labour most abundant," are led insensibly to take the work of instruction too much into their own hands. They forget how much of that work must be performed by the pupil himself, and can be performed in no other manner; they almost forget, that the mind, with which they are dealing, is not an inert vessel, but an intelligence that receives nothing,—nothing, at least, of the sort which they have to offer,—without an appropriating action of its own. The master, it is true, has his part also in the work of instruction, for it is a work that requires two agents,—the action of the one characterized by skill, of the other by labour. And it is remarkable that the exertion by labour on the one part is ever, in a measure exactly corresponding to that of the exertion by skill upon the other. This consideration evinces that the value of all methods of tuition depends essentially on the degree in which they serve to make the pupil advance by his own energies: and that result may be taken as the ready and decisive test of the merit of all such methods. Now, there are three pretty distinct classes of method, applicable respectively to the three distinct situations in which the work of instruction is carried on; to the pupil's position when in

* Report on Training Colleges, 1856.

† Gauthey de l'Éducation.

the act of receiving the master's lesson; to his position while not under the master's lesson, but still in school; and again to the occasions when he is occupied in doing the school tasks prescribed to him for exercise at home. A glance at some instances of these several branches of method, as seen in the inspected schools, may be accompanied with some reference to the test now referred to.

I. "The great skill of a teacher is to get and keep the Pupils under master's lesson. attention of his scholars," and this is effected by producing a lively interest in the lesson, in other words, a desire to gain it, followed by an effort of application. This interest is made to arise most fitly from the lesson itself, in its matter or its manner; but it is sometimes solicited by other means less proper. For example, there is sometimes an undue and exclusive reliance upon the influence of offered rewards, and there are masters who, in effect, say to their pupils, "There lies your task; I require your attention to it, and expect obedience;" they never seek to present anything engaging in the task itself, so as to produce a pleased and genial application to it,—for either they do not themselves possess the skill to do so, or they do not choose to take the trouble, or it is not according to their taste or temper to have their pupils working otherwise than to their order. I repeat, there are schools in which tasks are enforced, without any attempt to render these tasks in themselves agreeable, and solely by extrinsic means of encouragement or command; but the instances are few. It is far more common to find the masters seeking to recommend the lesson by its own proper attractions. This is the true method of securing the pupils' attention and exertions; and it is practised in a great variety of ways, a very few of which may be noticed.

(1.) First of all, the successful teacher takes heed that the subject is well suited to the years, capacity, and progress of the pupils. This is a point of school practice in which mistakes are not infrequent, certain subjects being offered either too soon or too late. One, for example, which sometimes comes too late is the subject of religious knowledge; and the cause of the delay is either an opinion which the teacher holds, that it would be indiscreetly and unprofitably presented earlier, or more commonly the teacher's habit of giving no oral lessons, that is to say, no lessons other than those exactly which the text-book supplies; and so it happens, that no religious knowledge is imparted, until the child is well advanced in the ability to read. This, however, is not the practice in most of the aided schools, where some notions of religious truth are imparted very early, and with real success, because they are notions as simple as they are important, and, to some extent,

level to the capacity of the child. The more common case is, that the teacher errs by giving the subject of instruction too soon; and in no respect is this more apparent than in the same matter of religious knowledge, where the lesson is too much advanced to suit the years, understanding, and experience of the pupil. The same thing occurs in the reading lesson,—where, while merely to read correctly should form a sufficient task, the master must still explain the sense of the passage read, and in a way which passes beyond the pupil's intelligence. But there is no subject more apt to be ill-timed than that of English grammar; and when this happens, there is no part of school knowledge so merely formal and void of all imaginable use. These errors often proceed from a notion that the child's task must be seasoned with some degree of difficulty, and should not be wholly occupied with matters of a childish nature. This is true; but the practice which ensues is carried to excess. Seldom, indeed, does any method or style of tuition err but from carrying a good principle too far; the point is passed at which the practice had been perfect, and beyond which, so to speak, it appears in *paracma**. Now, it is not difficult to determine when any school practice keeps within the proper limit—for the proof is at hand, and lies simply in this, that the pupil shows a lively interest in the lesson, with a corresponding vigour of application to it. This proof, in greater or less degree, may be found in the greater number of the aided schools. The errors here noticed are not always errors of judgment, but often they are merely the results of a classification that cannot well be avoided. A very large school has but one master, and, almost of consequence, it has very large classes, arranged with little regard to equality of progress; the lesson is thus too easy for some, and too difficult for others, and so far it excites neither interest nor efforts amongst them. In this connexion, the remark occurs that skilful masters, in forming their classes, willingly admit a certain inequality of progress, mainly for the good effects which this assortment is fitted to have upon the slow and backward. The same idea is acted upon in the school at Blantyre, to this purpose;—several classes in different stages of progress are occasionally thrown together for exercise in matters upon which all have been more or less instructed; and certainly, with good results to all. On the other hand, there

* * It is much less difficult to see the force of a great principle than to see its limits. The most valuable service that can be rendered to the public mind is the work of limitation: the attempt to show under what qualifications principles true in themselves ought to be accepted so as to make them consistent with others of equal certainty."—*Professor Archer Butler's Sermons.*

are instances of complete separation, on account, not merely of unequal progress, but of unequal capacity. In one school, the dull pupils are all singled out, and placed in one distinct class,—an arrangement of very questionable effect. The school at Glassford gives an example of perfect skill in classification; at first there is a fair measure of inequality in progress, but it is only such as by-and-bye to disappear in a remarkable degree, showing as well the strongly moulding action of the master, as the proper composition which, at the outset, he had given to the class.

(2.) Next—the interest of the pupils is excited and their attention fixed; in other words, their active application is secured by the oral lesson with which the teacher accompanies the lessons of the text-book. He tells them in a fuller and livelier manner, what the book has told them, and adds much more about the matter which the book has never hinted. If he does not act largely in this manner, he does not take up fully the teacher's occupation. The power of oral lessons in the higher walks of instruction has been well remarked; and the remark is equally applicable to the lower.

“The type is a poor substitute for the human voice. It has no means of arousing, moderating, or adjusting the attention; it has no emphasis, but italics, and this meagre notation cannot graduate itself to the need of the occasion. It cannot in this way mark the heed which should be specially and chiefly given to peculiar passages or words. It has no variety of manner and intonation, to show by their changes how the words are to be accepted, or what comparative importance is to be attached to them. It has no natural music to take the ear, like the human voice: it carries with it no human eye to range, and to rivet the student when on the verge of truancy.”*

So much importance, indeed, do the most efficient teachers attach to this practice of oral instruction, that they commonly employ not a very small portion of their private hours in preparing to do it with effect. The oral lessons here meant constitute the method which is sometimes called explanatory, sometimes interrogatory; but, in fact, they include both explanation and interrogation,—the former, of course, taking the precedence in point of time. To complete the method, the two things must be combined; and to practise it with success, they must be combined in certain proportions—which, however, are not always well observed. For example, the explanations are sometimes so expanded, and to the teacher himself so fondly engrossing, that they assume the character of a lecture quite unsuited to the years and progress of the pupil. Or again, the interrogation is too much,—too much, that is to say, with reference to the information that had been previously imparted,—so that either it is ill-answered, or it is meagre. It may be

* Newman, “Office and Work of Universities.”

here observed, however, that a teacher is not expected to address his class at an examination, exactly in the same manner as when it is under his instruction on ordinary occasions. He is expected, then, to question much, and to explain little,—having to shew, not the process, but the results of his exertions : and it is an excellent sign when his examination consists of short questions and of long answers. It may be noticed, farther, that there exists a difference of opinion among able teachers, as to the time proper for entering much into oral explanations ; but, on the whole, the inclination seems to be, to begin this practice with the very youngest pupils. A student at the late examination for certificate expressed his opinion on this point as follows :—

“ Young children have heard longer than they have read ; and what they have heard takes a firmer hold of their minds than what they have read. Therefore with young children books are to be used, principally to acquire the power of reading ; oral instruction, for supplying useful information.”

Is it not well to commence the oral or explanatory method with young children, for this reason also, that the habit of reading without attention to the sense, cannot be too soon prevented ? The method of explanation now spoken of affords the means of much varied exercise to the pupil's understanding. In that way, it secures his interest in the subject of the lesson, and his efforts to get possession of it. The same end is sought by some teachers in a manner not very commonly employed. In one complex exercise they unite distinct subjects, conceiving that the union promotes the better mastering of both. For example :—

“ Lessons in History are combined with exercise in English Composition. Sacred Geography is taught so as to conduce much to the knowledge of Scripture History. Writing to dictation is practised, not merely to produce expert and accurate writing, but to give a better knowledge of the subject. The lessons in religious knowledge combine much exercise in verbal memory.”*

This practice is understood to rest upon the general notion, that as different faculties are developed at the same time, so education may fitly offer at the same time different studies suited to each. But though the practice is successful in the instances referred to, it requires to be discreetly used,—for it plainly borders on a fault, that of making the lesson so much a medley of distinct subjects as actually to discipline the attention to an unsteady and volatile habit.

A more common source of interest to the pupil is in connecting the lesson with things within the range of his personal

knowledge or experience—with “that which before him lies in daily life.”

“A class is sent out to find information for itself upon a subject given for exercise on composition; sent, for instance, to the neighbouring gaswork to be informed about it by the manager; and the gaswork is the subject of the essay.” “In summer the pupils are taken out to measure fields, heights, and distances.”*

What occurs in this way at the parish school of Girvan is more noticeable. The advanced pupils are required to apply their religious knowledge in the composition of an essay upon a given subject of secular interest. “It is delightful,” says the master “to find the religious knowledge which I had given them come back to me on these occasions.”

It may be added, that, subjects of instruction specially applicable to particular occupations are now found less seldom among these schools, than they were two years ago; and that when such occupations are common on the spot, that circumstance is seen to heighten the interest in what is taught concerning them at school. Geology and Mineralogy are taught at Leadhills, Jervistown, and Dundyvan; Chemistry at Neilson's Institution and George Street, Paisley, Saltcoats, and Ardrossan; and other instances might be added.

These methods succeed by “getting and keeping the attention of the scholars;” and this is but another manner of expressing the exertions which they make to acquire the lesson. Now, the modes of getting and keeping the attention are many, varying even with the temperament and general character of the master; but one thing they all have in common, which is this:—

(3.) The matter of the lesson is always connected, graduated, and progressive: and this whatever the subject of the lesson may be. At the same time, it is observable that there is not quite the same necessity for teaching in this manner all the branches of an elementary course.

“If any one understood tolerably the Church catechism or even half of it, he knows something of divinity; and that something is incalculably preferable to nothing. But it is not so with a science; one who does not understand the principles of Euclid's demonstrations, whatever number of questions and answers he may have learnt by rote, knows absolutely nothing of geometry.”†

Few of these schools exhibit any considerable progress in geometry. The only other elementary branch which can be considered strictly scientific, is that of number as contained in an ordinary course of arithmetic. It is found that this branch is taught, in different places, to very different purposes; it is taught by rules of which the reason is not explained, and then it serves and is meant to serve, only for practical use in simple

* Tabulated Reports.

† Whately, “Logic.”

calculations ; or it is taught mainly as a discipline of the reasoning powers, which of course can be done only by a skilful exposition of its principles. The difference betwixt arithmetic in the one fashion and arithmetic in the other, is nearly as great as betwixt any two branches in the elementary course. Now, the expository method requires much more than the other, a strict arrangement of the lessons in progressive order. How far these methods respectively prevail in the branch mentioned, it is difficult to state precisely, but an approximation may be ventured. The one called *mechanical* is alone employed in about a fourth part of the 205 schools ; the rational or explanatory, in one half the number, only after a certain stage of progress, perhaps proportion or fractions, has been reached ; in one fourth part, it commences at the outset and continues throughout the course. In the latter case, the progress is not only the surest and the most intelligent, but also the farthest advanced, evincing how much it has been aided by the method in question.

In the other elementary branches, a strictly progressive order is less necessary, or rather, looking to the contingent nature of the subject-matter, it is not so necessary to follow one certain exclusive order of progress. The order, accordingly, is very various ; and especially so on the subject of geography. The extreme points betwixt which some position is chosen for a commencement in that branch, are the parish school-room and the great globe itself considered as a part of the solar system ; in other words, the preference is variously given to the ascending or descending order, and among those that choose the latter there is still much diversity in their method of proceeding. But in any method that may be chosen, connexion of the matter and an onward movement are indispensable ; for even to the young mind, volatile *quale avium*, the sense of moving to some plan of order is more agreeable than the desultory style of teaching which occurs more frequently on this branch than, perhaps, on any other ; and again, it must be said, that the pupils' pleasure in the lesson is always a condition of any very profitable application to it.

The analogy of the matter in Geography and in History determines a similarity of method in the treatment of them as subjects of instruction. But, to confine the reference to Scripture history, this subject appears to be never taught so well, as when introduced by a bare comprehensive view of the whole matter of the lesson, followed up by a closer attention to the more important parts of it. Yet this manner of proceeding is, by no means, very common, though it has the manifest advantage of keeping the pupil in the knowledge of his *whereabouts* throughout this study, and of making him sensible that with

every fresh lesson he makes a further advance "I have never," says a teacher, "met in my experience with a pupil so dull as "not to wish and strive to advance, and to be glad when he felt "that he was doing so." But this sense of advancing is impossible, if the lessons be not well connected; one naturally leading to another, and all proceeding in one direction to the end,—"*comme une ruisseau dont les ondes se succèdent sans "effort et nous entraînent doucement.*" This way of managing the lesson applies, in some degree, to the tuition of very young children; much more when time has added to the power of their attention, and brought tasks of greater compass. Still more it applies to the instruction of pupil-teachers. It may be here noticed, that a wish has been expressed by some teachers to obtain a graduated, progressive scheme of religious instruction (Scripture history included) for pupil-teachers, throughout the five years of their apprenticeship. The Ayrshire Association of Certificated Masters makes a proposal to this effect, and, with your Lordships' approval, their desire has been granted.

One or two of the methods of religious instruction used in these schools deserve remark.

"In Bible History," says the teacher of the female school at Lochwinnoch, "I mark nine great periods. These being thoroughly committed with their dates, we take the first period, going over everything of interest in it, the events, with their time, the persons, and for what they were remarkable. After this has been exhausted, the heads of an exercise, which must embody everything we have gone over, are given out, and we then proceed with the next period, to deal with it in like manner."

A similar method at Milton Lane, Springburn, &c. In the parish schools of West Kilbride and Cummertrees,—

"When any passage has been read in the sacred text, the same is read again, as reproduced in the common language of some ordinary class-book; the double exercise impressing the lesson in a remarkable manner."

The practice at St. Andrew's Sessional school, Glasgow, is thus described by the teacher:—

"The lesson is prepared partially in school, to show how to study in the evening for the following day. I never take up any lesson, without having myself studied the same beforehand. Every means are used to give ample illustrations to make the lesson one of interest, so that they long for that hour of the day when this lesson comes on. I thus secure undivided attention for one hour, everyone seemingly more earnest than his neighbour to hear all that is said."

Some progressive method is, in fact, used by every successful teacher of this or of any other branch, and many are the methods of that sort that solicit his choice.

It is in the power, in short, of a good teacher, by skilfully presenting the matter of his lesson, to produce much real exertion on the pupil's part in his struggle with any given task, even while he is under the master's immediate tuition;

as much, indeed, as can be secured on any of the other occasions which are specially set apart for his unaided efforts; and this is pretty well exemplified in most of the aided schools.

II. When the master's lesson ends, the pupil does not always proceed straightway to apply himself, alone and unaided, to the given task, but may be placed under the charge of assistants, pupil-teachers, or of monitors. On each of these modes of assistance in the schools under review, some remarks may be offered.

Assistants.

(1.) Assistants under the Minute of July 1852 are employed in seven of these schools; and as it is desirable and desired that their own studies should still form a considerable part of their occupation, it is proper to state that four of the assistants availed themselves of the liberty to make a special profession of certain branches.

Pupil-teachers.

(2.) The pupil-teachers are 279 in number; and they are employed in 98 of these schools, of which 21 are aided in that manner alone. All the schools which have the benefit of an augmentation of the master's salary, are aided also with pupil-teachers, except 28. The exceptions are occasioned by various causes—by the difficulty, which occurs, in some places, of finding young persons inclined to an engagement of that nature, and of fair promise; by the teacher's preference of an assistant under the Minute of July 1852; by his unwillingness to undertake the additional care and labour which this boon infers; in more than one instance, by an avowed inability to control the pupil in the later stages of his apprenticeship. In general, however, the desire to obtain this form of aid is unchecked by such circumstances. It may be, that the master does not always desire it from any zeal in behalf of this particular mode of helping the elementary education of the country, or from any wish to gratify a parent in the admission of a candidate. It is enough that the pupil-teacher promises some advantage to the school, and some relief to the master's labours. But this last expectation is very seldom realised; for it is ever seen, that assistance of the kind does not induce him to become less interested or less active in his charge, but that it has the opposite effect, appearing, so far as his feeling is concerned, only to add another element to his cares. Of this many good examples might be offered, and none better than those which occur at Kilwinning, Ardrossan Female School, Jervistown, the Highland Society's, and St. James' Sessional Schools, Glasgow.

How far, then, is the work of instructing in the schools carried on by pupil-teachers? Occasionally, they appear as ordinary pupils in the advanced classes for some higher branches, as Latin, Greek, mathematics, or physical science; but, in general, they

are engaged in teaching during the whole time while the school is assembled. Occasionally, there are certain subjects of instruction not assigned to their charge; it may be the most advanced, as in the well-ordered school of St. Enoch's, or the simplest, as in that of Galston, where the teacher continues much under the impression that more of his own skill is needed "to lay about" the young plant, than about the plant corroborate;" but, in general, the pupil after his first or second year has more or less to do as a teacher with all parts of the elementary course. Now, do not these facts seem to warrant a grave doubt whether, in general, the pupil-teacher is not employed too much as a teacher, and too little as a pupil; for it is not to be forgotten, that the great object of the apprenticeship is his special education for the office of a teacher, and not the advantage of the school. This last purpose is, indeed, too important and too well served to be unheeded as a recommendation of the apprentice system; but it is incidental and subordinate. And this is so far kept in view by the two arrangements that have been made for the pupil-teacher's benefit, namely, —by the master's close observation of the pupil while engaged in teaching, and by the instruction "out of school-time" which he is required to give to the pupil daily.

How far the master oversees the apprentice while engaged in teaching cannot be very precisely ascertained. There is, perhaps, in the circumstances something rather apt to make that oversight less than it ought to be. But not more than two instances of manifest remissness in that respect have been noticed in the special reports.

The rule in regard to the instruction of the pupil-teacher "out of school-time" is probably much better observed—that duty being more distinctly specified and more exactly defined than the other now spoken of. In all cases, the school managers have certified their belief that this instruction was duly given; and though, in that belief, it is possible they may sometimes err, yet in general no farther assurance of the fact seems necessary, especially when it is conjoined, as it behoves to be, with the teacher's own declaration, and with the yearly trial of the pupil's progress.

It is, however, of some consequence that the private instruction should be, in part, of one *special* description. Seeing that so much of the school business is in the pupil-teacher's hands, and that, while a teacher, he is still but a pupil,—it is well that he should daily receive some special instruction for the proper doing of the school-work assigned to him, and generally, it is believed, some instruction of this sort is given.

"Three-quarters of an hour," says the teacher at Jervistown, "I spend with the pupil-teacher every morning before the school meets, hearing him

read all the lessons he is to have in hand throughout the day, and examining and improving the notes of the lessons which he is to give."

It may be said, that the masters who have considered this matter with the most intelligence and care, devote from one-half to three-quarters of an hour daily in preparing the pupil-teachers upon the work which, as teachers, they shall have to do in school; and if the like preparation be of much use to the master himself, it is of still more to the apprentice, who has so much less authority, and less skill to excite that interest in the lesson, which is the source of all fruitful exertion.

In the particular now referred to, I remark much variety of practice. Some masters give little or no time out of school to the preparation of the pupil-teacher for the school-work assigned to him; others devote half an hour daily to that purpose, in addition to the "stipulated amount of instruction out of school-time;" others employ in like manner, perhaps, half an hour daily, reckoning this, however, as so much of the "stipulated amount of instruction." It is unnecessary to add, that the matter is managed least satisfactorily in the case first mentioned.

Withal, the provisions now spoken of for the guidance and tuition of the pupil-teacher are not enough to afford him all the practical advantage which, under the contract of apprenticeship, he is entitled to expect. It is essential that the school, as organized, animated, and taught by the master, should be an eminently improving school for the apprentice. On that point, your Lordships require to be repeatedly assured, while the apprenticeship proceeds, laying much stress upon the influence of the master, "as a guide and example in forming the character," both professional and general, of the pupil-teacher. And, perhaps, when the institution of apprenticeships has existed a little longer, it may come to be required that all schools selected for that privilege shall exhibit more than an average rate of merit in the whole style of their management.

Monitors.

(3.) Another mode of occupying the scholars before resigning them to their own unaided efforts, is by putting them under monitors. Monitors are employed in all the aided schools except 45; but they are not all employed in the same manner and to the same purpose. In some schools, 36 in number, their office is simply to maintain order, distribute materials, "keep watch and ward over conduct;" in 125, to assist classes in the preparation of their lessons, that is, to act as teachers, either in the classes to which themselves belong, or in those at a lower stage of progress. Now, if it be necessary that the master should daily exercise the pupil-teacher in the lessons which the latter is to teach throughout the day, much more is that practice necessary in reference to monitors, for they are

younger, and they do not remain so long to be improved by experience; they do not even appear in the school very regularly; they do not intend teaching as the occupation of their lives; and they are not obliged, in any onerous way, to give much attention to what is required of them in the monitorial capacity, for rewards are seldom given and of small amount; for these reasons, the service which they render as teachers is quite imperfect, the best effect of it being simply to bring the pupils under lesson in smaller groups, and to give the opportunity to deal more encouragingly and more particularly with individuals. It has been justly remarked that the—

“Monitorial method is more applicable, and may be applied with a greater certainty of good results in schools of large numbers, where the higher branches of knowledge are taught to advanced pupils, than it is in the immature, unformed, and often ill-conditioned minds of the offspring of the humbler classes.”*

In like manner, the system is best exemplified in the elementary schools which are attended by pupils not of the humblest class. Throughout, however, the natural and intended effect is, that this system gives way, and in a great measure disappears, wherever that of pupil-teachers comes in contact with it.

(4.) In most schools, there are some classes which are not under lesson from master, assistant, pupil-teacher, or monitors during some part of the school hours; and it is in schools of the lowest order where this occurs upon the greatest scale. For example, there is a school of this description:—The pupils in ordinary attendance are about 150 in number, few of them above nine years of age. They are drawn from well nigh the very humblest classes of a town population; the single teacher set over them has no assistance of one sort or another, and as he has at least six distinct classes, the average time which he gives to each is not more than a sixth part of the five hours during which the school is assembled. Here the pupils are so long under no immediate instruction from any teacher, mainly from the want of sufficient teaching power. But, on the other hand, in the best schools, there is a portion of the pupils left for a time under no tuition, because the teachers choose to put them in that situation, for good reasons—but not always for the same reasons. For example, in St. Enoch's school, Glasgow, the junior classes only are, for any length of time, not under a teacher's lesson, because in their case, and in theirs only, some respite from close attention is deemed necessary. In East Kilbride, “the youngest classes are those which are least out of “the teacher's own hands, as they are the least capable of doing “anything for themselves.” Now, whether it be of necessity

* Professor Pillans, “Rationale of Discipline.”

or of choice that a portion of the pupils is thus withdrawn from the immediate instruction of any teacher, one of the most important and difficult points in school management is to secure the industry of the pupils placed in that situation. In the school first noticed, where the pupil is but a sixth part of the time under tuition, he remains idle during the remainder of the school-hours, and scarcely anything in the nature of a task is put before him—mere confinement to the school-room being seemingly considered as a sort of discipline. In other cases, the more advanced pupils in rotation are set over those who are not under lesson, to see that they attend to the given task, a peculiar mode of monitorial duty.

"The young division," says the teacher at East Kilbride, "read the four initiatory books two-thirds of the time, and rest one-third. They have thus one spare hour each day when in school, and to have them to employ this hour properly tests the talent of the teacher severely. A little text-book with pictorial illustrations is put into their hands, and the pictures tempt them to read the simple account of them printed in the book. On pieces of slate which are put into their hands they write letters, words, sometimes sentences and figures, and a book, if not given to them too often, is a great treat. The upper division, who are left two hours to themselves, enter in a book the accounts which they have solved, prepare their history lesson, practice, in groups of six or eight, slate arithmetic, mental arithmetic, or writing to dictation, or they read in books of natural history, concerning animals and their properties."

At St. Enoch's—

"The junior pupils prepare lessons, and are under tuition every alternate half hour. One line or more of the lesson is given out, to be carefully written on slate, and as the pupils improve, this exercise is increased, until it assumes the form of a paraphrase of the lesson."

In these instances, the particular subject of the task is deliberately prescribed; and the reason is, that upon a proper choice in that respect depends much of the success of any method that may be employed. It may be now, again, remarked, that when a teacher has his pupils under lesson, directly from himself, his best art is to induce their application to it by the inherent interest of the lesson itself. But when he sends them to prepare alone some lesson for themselves, it becomes necessary to have recourse to motives of another kind,—motives extrinsic to the subject-matter of the lesson. Not that, even here, the lesson should cease to be attractive in itself; for, as a teacher well remarks, "nothing is more effectual than to send them to their seats with a certain enthusiasm awakened in their minds upon the subject prescribed to them for exercise;" but at the same time, a new page of school economy is here opened up; and the master now finds more occasion than he had found before, to influence the pupil by emulation, rewards, the desire to please himself, the duty to obey him, the duty to require the

parents' care, and the supreme duty of doing all as in the Great Taskmaster's eye. Such motives are sometimes applied with great success; and it is remarkable, that this sometimes occurs where the teacher shows no unusual skill in the treatment of his lesson. But, be the methods employed what they may when the solitary task is well done, it is plain that this can only have come to pass by a pure exercise of the pupils' own efforts.

III. The exercises done at home are promoted by the same means,—the same care to inspire an interest in the lesson, and the same application of moral motives which are employed when the exercises are done in school; but with this difference, that the pupil being now removed from the master, gives himself to the task more freely of his own will, and all that he does in connexion with it is more purely his own work; so that there is much in this position which, with proper management, is peculiarly favourable to good progress. The home exercises, though done at a distance from the school, are essential parts of school management, and so commonly recognised as such, that there are few of these schools in which they are not habitually practised. In these few, the schools are of a low order, and the pupils from the humblest classes; the master is not fully aware of the use of this practice; and the small progress of the pupils allows little room for it. The home tasks, on the other hand, are recommended to the rest by several considerations; first of all, by their evident tendency; as has been said, to form habits of voluntary exertion and of self-reliance; next, by the fact that the school hours do not suffice for all the occupation which the pupil can very well bear to have laid upon him; and again, it is thought that the crowded school-room is not the best scene for the preparation of lessons generally, nor in particular of such as throw the pupil much upon his own thoughts. Besides, if oral teaching has its advantages, so also has the silent teaching of the book; and this, it may be, precisely from the greater difficulty that attends it. It is thus seen, that home exercises form an invaluable part of the school work; and two things seem to have helped to render the practice of them so very common, the now very prevalent custom of slate-writing in the schools, and the frequency of the book grants obtained from the Committee of Council. It is plain, however, that all the subjects of school instruction are not equally suitable for home exercise. “As a general rule,” says a student of the Normal School at the late examination for certificate, “work requiring only memory can and ought to be got up at home; that which requires reason and judgment had better be performed in school.” But this notion is at variance with the common practice in the schools referred to, and with the practice, too, of very many other

Home
exercises.

schools throughout the country, where the home exercises are much more fitted to exercise the reason and the judgment. The student and the schoolmaster are here at variance. It is plain that the years and progress of the pupil must determine the nature of the exercise.

In another respect, when brought together for examination, it is observed that the student and the schoolmaster are apt to differ. If the question chance to be upon the subjects proper for home exercises, the student says that those subjects are the most proper, which are the best fitted to cultivate some faculty; the schoolmaster, looking at the matter from another point of view, recommends certain branches from the ordinary school programme—not speaking of the faculties which should be cultivated, but of the things which should be taught; and the reason is, that his immediate and sole and sufficient care is, to teach these things effectually; for he is well aware that when he does so, the cultivation of the faculties necessarily proceeds at the same time and at the same rate. By-and-bye, when the student (*pædagogiker nicht pædagog*) becomes a schoolmaster, he will adopt the schoolmaster's language on the point in question. Meantime, he does well to note the particular modes of mental culture which are produced by particular studies; and the schoolmaster, in his practice, may silently observe the same thing with advantage.

The Home exercises are of three descriptions:—they prepare for the school lesson; they resume and repeat the school lesson; or they require the pupil to produce his own thoughts or observations upon some given subject. All of these modes of exercise are practised to some extent, in about a fourth part of all the aided schools. The *preparative* mode is employed less for arithmetic than for any other branch; most of all, for English reading, with spelling and vocabulary lessons; much, for the Shorter catechism; and much, for geography; in which last, the exercise is completely one of geography when the hand-atlas is at command, as it too seldom is—and almost completely one of memory, when that is wanting. These *preparations* are not practised, only where the home tasks are entirely neglected. The *repetitions* of the school lesson consist mainly in written abstracts of the lesson or of some given portion of it—a practice which is useful not merely as repeating the school lesson, but as reproducing it in another form, and therefore by an effort which conduces much to the better understanding of it. It nowhere receives more of the master's time and attention, than in the Dalry Parish schools, the Gorbals Youths', and the Alloway Sessional schools. At St. David's, Glasgow, "six questions dictated

“ weekly from the school lessons on several subjects form the “ home occupation, for the week, of all pupils at a suitable stage “ of progress.” It must be added, that there are not a few schools in which this mode of the home exercise is less used than it might be with advantage, for there are few which have not some pupils that might be fitly so employed. The other method, sometimes styled *inventive*, is, from its nature, confined to a few advanced pupils in the better class of schools, who are required to inform themselves, by whatever means they may, upon some given subject, and to write down whatever they have learnt, or thought or observed about it.

“ All that is done in this way,” says Denzel, “ is the scholar’s own work, and becomes more properly his own than anything imparted to him by others, while the feeling that he has acquired it himself animates him to farther efforts.”

“ Whatever,” says the teacher at Jervistown, in as good terms, “ we discover or acquire ourselves, we appropriate as our own peculiar property. In every sense of the term it is private property, and as such should be used to the glory of God. No profession gives better opportunities than ours so to use our gifts.”

The good effect of the exercises now referred to is so apparent, that teachers always employ them chiefly on those subjects in which they desire to make the best impression, as in that of Religious knowledge. For example, in the Chalmers’ Sessional School, Glasgow, after a careful perusal of some given chapter in the Bible, the pupils are required to write down, at length, the moral lesson which it conveys.

“ The terms Justice, Goodness, Mercy, Truth, Sin, &c., being explained,” says the master of another school, “ a chapter from John’s Gospel is selected and given to the pupil for study, and at a certain appointed time he hands in to me a paper he has prepared on the following points;—The principal subjects of the chapter; what is contained in it respecting God, the person of Christ, and the Holy Spirit; the doctrines we are there taught to believe, the duties inculcated, the promises and threatenings set forth, the great examples given by our Lord, &c.” — “ I require,” says another, “ that they write down the names of the successive kings of Israel and Judah, their character, contemporaries, and the duration of the reign of each; also the reflections which occur to them on these particulars.”

One teacher maintains it to be the duty of the parents to co-operate with the teacher so far, as to take heed that their home exercises are well plied; and many teachers have remarked a good effect from these domestic tasks upon older members of the family, in respect both of knowledge and of conduct. The written exercises are usually submitted to inspection. They may be said to constitute the highest point of progress in some of the best schools; but it must be added, that in too many instances the master’s corrections might be performed with more care. It would seem, in such cases, as if he were not fully aware that the whole virtue of the practice depends on the strictness of the revision.

Industrial instruction

The one common quality of all the methods that have been mentioned; whether practised in the school or out of it, and on whatever subjects they are practised, is, that they succeed in the degree in which they cause the pupil to direct his own efforts upon the given task, and in the degree in which he is thereby formed to habits of exertion and self-reliance. Now it is certain, that such habits are not more easily transferred from one subject of school instruction to another, than they may be from the school-room and all its concerns to any occupation in which he may afterwards engage, to any trade, craft, or pursuit which shall form the business of his life. If this be so, the common elementary school appears to be essentially industrial; for, though it may not give the technical knowledge of any branch of industry, it gives the disposition, capacity, and habit, which in any branch of industry are at least as necessary. And so, after all, it would seem that the school called Industrial offers no better results,—no results that bear more effectually upon the object which they specially have in view, than those which they have in common with the ordinary elementary school. It is practicable, however, to produce the general training now spoken of from instructions of a kind specially pointing to certain industrial occupations—to combine lessons in more useful knowledge with as good discipline of the understanding, the will, and the habits, as is given in the common schools. And, probably, in this respect great changes will take place, at no distant time, in the substance and in the bent of elementary education.

Here, it may be proper to advert to the prevalent occupations of the “working” people who have the benefit of the aided schools that have now been referred to. They may be classed as follows:—

Mining population, having	-	-	-	21 schools.
Manufacturing	-	-	-	9 ”
Agricultural	-	-	-	48 ”
Fishing	-	-	-	3 ”
Mixed population in towns	-	-	-	89 ”

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At present, the schools that afford to male pupils any instruction of the kind called Industrial, apart from industrial training, are ten in number; and the pupils so instructed in each are few. But, if they are not more, it seems not to proceed from the teacher's indifference; for they are all zealous in this part of their work—taking to it, indeed, rather fondly, from the novelty and rarity of the subject, as well as from its manifest utility. They, commonly, themselves originate the subject; but in some instances, such as that of the Nelson

Institution, Paisley, the *special* instruction has been introduced directly by the managers. In the meantime, facilities are not wanting for bringing in the *special* element more widely, as a part of the common elementary course; among which may be noticed the recent publication of class-books for Geology and Mineralogy, Mechanics, Chemistry, Agriculture; a remarkable instance of an abundant supply preceding anything like an equal demand. It may be added, that when the lesson relates much to things that belong to what the pupil knows shall be his future occupation, he is the more apt to apply to it with the lively interest which induces effort, and so secures true progress.

Again, it is plain that the habit of exertion upon school tasks is available, not merely for any task other than the one with which it originates, but also upon occasions which involve nothing formally of the nature of a task; it is available in the general conduct of life, so far-reaching is the work of an efficient elementary teacher. He fashions the moral character of his pupils, and often operates in that way much more than he is himself aware of. The well-taught school is ever a school of good moral practice, by the exercise it affords to obedience and exertion; and, so far, good moral conduct is ever an accompaniment of intellectual progress, insomuch that there can seldom be occasion to speak of the merits of the "instruction" and the "discipline" in very different terms.

It is impossible to advert to such matters as have been now noticed, without observing how often a teacher's best skill is crossed by circumstances which he cannot control. Of one such impediment his own manifest merits is a cause; that is, when the throng of his school is much more than can be competently managed by his single energies. For example,—

At Bridgeton, there are 254 pupils and 16 classes.

„ Annfield	„	300	„	30	„
„ Govan Colliery		170	„	15	„

Again, he must contend with much irregular attendance, and what is more perplexing, with much regular absence during a great part of the year, when all progress stops, and much that had been gained is lost. That system of half-time schooling for factory children affords the teacher but little satisfaction; still less, the manner in which the Printfield children often fulfil the obligation of the law in nearly all its extent, by a school attendance limited to one day in the week throughout the year. In such cases, he can make but little or no use of the method of home exercises. And of this he is ever sensible, that though the pupil may still learn something by exertion, and can learn nothing without it, yet the exertion, to be very valuable, must be habitual; and the habit cannot possibly be

formed in such circumstances. It is that habit, however, which constitutes education ; and a serious thought it is, that if in many crowded and seemingly prosperous schools the instruction actually imparted is but little, the education actually realized is still less.

Ayrshire
Association
of Certificated
Teachers.

Though these disadvantages cannot be removed, the teachers chiefly affected by them, as well as others, maintain, in general, a spirit of zeal and of steady industry towards their duty. Some, as already said, have improved very noticeably in these respects within the last twelve months. Among them are young men who only needed prolonged opportunities, so to improve ; some, also, who are not young, and who, at ripe years, have believed that they might yet do better than they had done before. This disposition is plainly produced by the action of the public aid and its conditions ; for it is not without an animating effect that they find themselves belonging to the large corps of teachers that now share the public aid. In one instance, they have sought to realize this connexion in form, and to bring it home more closely to themselves. The certificated masters in Ayrshire have joined in an Association, the objects of which they thus describe, "to diffuse information " among its members regarding subjects connected with the " business of education, by the reading of essays, discussing " literary subjects, and giving their experience in the training " of pupil-teachers ; to maintain cordiality of feeling," &c. This Association meets quarterly at Kilmarnock, and from the spirit in which it is carried on, it appears to serve the purpose of mutual encouragement, to lessen the isolation of the country schoolmasters, and to give them the benefit of each other's thoughts and experience in professional matters. It consists of 39 members, of whom 21 are in connexion with the Established, 17 with the Free, and 1 with the Episcopal Church ; distinctions, however, which are here forgotten.

Educational
Institute.

It may be noticed, that there are other Associations of the same nature in the district. The Royal Charter, dated 15 July 1851, incorporating the Educational Institute of Scotland, ordains, "that, for the better and more convenient despatch of " business, the corporation shall have power to divide the " members into district divisions or local associations." Local Associations accordingly have been established for several districts in the south-west of Scotland, Glasgow, Ayr, Irvine, Dumfries, &c. One of their duties is to examine local applicants, for admission as members of the Institute ; and the Institute having declared it "expedient that a knowledge of " the theory and practice of education be more widely diffused " among the profession by means of public lectures, the " institution of libraries, and such means as may seem

“advisable,” the local Associations are occupied, in part, with discussions of much the same nature as those of the certificated teachers of Ayrshire. The existence of such Associations is itself a very commendable proof of the pursuit of self-culture among their members, continued after their position in life has been determined. And it is well that this ambition remains, for though many parties are properly concerned in the care of popular education,—the State, the Church, private Associations, and private patrons,—its interests are still mainly dependent upon the exertions and character of the schoolmaster.

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY J. GORDON, ESQ.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										Number of Certificated Teachers.	Number of Pupil-Teachers.
		No. of Schools, i.e., institutions held in separate buildings, and sepa- rately man- aged.	Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommo- dation is provided, at 8 square feet of superficial area per Child.		
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	147	12	29	6	119	16,224	7,875	10,547	7,703	21,715	129	279	
Simple Inspection	58	4	7	3	45	2,909	2,309	3,126	2,474	6,659	—	—	

Per-centage of Children on School Registers

(1).—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	7'57	8'21	7'66	12'51	14'63	13'68	12'63	12'14	8'99	6'49	4'23	3'03
Simple Inspection	2'15	3'33	9'18	10'48	11'49	13'15	12'95	14'01	9'18	6'21	4'47	3'45

(2).—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	40'35	23'24	15'11	9'76	6'21	5'38
Simple Inspection	31'57	23'73	12'04	11'46	8'34	11'96

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 206 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught					
			Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.	
	Schools visited on account of							
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures	148	48	141	40	7	8	—	—
Catechism	145	47	125	32	17	15	—	—
Reading	149	30	146	48	3	7	—	—
Writing	147	40	140	39	7	10	—	—
Arithmetic	147	41	139	30	8	13	—	—
Geography	142	18	139	13	3	5	—	—
Grammar	139	26	92	20	37	6	—	—
History	12	—	11	—	1	—	—	—
Music from Notes	4	—	4	—	—	—	—	—
Drawing	13	2	13	2	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.			Excellent, Good, or Fair.			Excellent, Good, or Fair.			Excellent, Well, or Fairly.			Excellent, Good, or Fair.			Excellent, Good, or Fair.			Excellent, Good, or Fair.		
	Annual Grants.	Simple Inspection.		Annual Grants.	Simple Inspection.		Annual Grants.	Simple Inspection.		Annual Grants.	Simple Inspection.		Annual Grants.	Simple Inspection.		Annual Grants.	Simple Inspection.		Annual Grants.	Simple Inspection.	
Annual Grants	127	18	—	145	11	—	140	16	—	130	21	2	141	14	—	154	2	—	122	2	—
Simple Inspection	38	16	—	40	10	3	41	12	2	20	15	14	30	20	4	45	10	—	2	—	—

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers of 144 (Annual Grants) + 36 (Simple Inspection) = 180* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance†
	From Endowment.	From Voluntary Contributions.	From School Fees.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants	1,863 1 6	4,167 17 8	8,365 10 1	964 6 2	15,359 15 5	0 17 14
Simple Inspection	750 12 8	703 4 4	1,441 9 4	139 6 6	3,084 12 10	0 15 14

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers of 144 (Annual Grants) + 36 (Simple Inspection) = 180* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance†	Number of in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants	12,856 10 4	578 18 1	1,811 9 1	15,246 17 6	0 16 9	3,122
Simple Inspection	2,704 10 10	2 0 0	142 11 11	2,849 2 9	0 14 11	4,002

* The number of schools inspected during the year was 205; but from 25 of those 20 the latest returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY e.
Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
Average pecuniary emo- luments (including Government Grants and all professional sources of income)	Annual Grants .	£ s. d. 108 4 8½	£ s. d. 88 15 8	£ s. d. 58 1 6	£ s. d. 36 14 4	£ s. d. 46 19 10	£ s. d. 25 0 0
	Simple Inspection	—	77 18 10	—	31 5 6½	—	34 0 0
Number on which average is taken	Annual Grants .	93	30	32	9	4	1
	Simple Inspection	—	28	—	7	—	2
Number provided with house or rent-free	Annual Grants .	49	19	18	4	1	—
	Simple Inspection	—	15	—	3	—	2

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	139	17,830	7.84	36.24	34.31	10.57	11.04
Simple Inspection	26	2,346	16.68	36.05	22.85	9.38	21.1

APPENDIX B.

REPORT ON SCHOOL MANAGEMENTS.

My Lords,

Edinburgh, December 1857.

It is usual to mark the schools that supply the education of the country as of three classes, distinguished by the source from which they derive the means of their support :—1. They are self-supporting, or on the teacher's own Adventure. 2. They are supported wholly or in part by Subscription. 3. They are Endowed, so as to be either wholly or in part independent of other means of support.

The order in which they are here mentioned, is not perhaps the order in which they have originated; it is the order which they take, when considered according as their constitution is more or less simple, the simplest being the first named.

It may be proper to explain, however, that the school management now in view is not the master's management in the ordering and government of his school, but the management of the patrons or directors in their proper province, and nearly synonymous with the constitution of the school.

I. *Adventure Schools*.—The circumstances under which the schools of this class arise, and under which they exist, are in general these. The population of the place has now so far increased as to require a school for its own use, the nearest being either too remote, already well filled, or not well conducted. A teacher is at hand to avail himself of this opportunity, without always waiting for the people's invitation; and being probably either at the commencement of his career, or near its

Adventure schools.

close, he is satisfied with the moderate recompence that may come to him in the way of school wages. The school which he opens is upon his own adventure, and usually of the common elementary kind.

The Adventure school is not always of that kind. In the large towns and elsewhere, there are academies on adventure that offer a complete course of superior instruction; and there are schools, also upon adventure, which confine themselves to certain branches of special instruction, as Mathematics, Navigation, Languages, Drawing.

These special schools and academies are generally private institutions; and to present themselves expressly as such, so avoiding certain disadvantages supposed to attend the larger and more public school, often forms a great part of the intention in which they originate.

The Adventure school is under no government but the master's. He is self-elected. The subjects, the hours, the methods, the wages of the instruction, the entire regulation of the school, are all determined by himself. If the people disapprove of any part of his management, they withdraw their children from the school; and in extreme cases of that description, the adventure ends, not by dismissal of the master, but simply by discouragement.

But though under no special control, the Adventure school is, of the teacher's own accord, commonly offered to such observation as, in some sort serves the purpose of control. He invites the heads of families to an annual examination of the school; and, for the most part, willingly submits it to the annual inspection of the Presbytery. In these ways he seeks and he obtains the influence of opinion upon his management, an influence which he appropriates to himself,—for instruction, correction, encouragement, or, it may be, for reproof. Again, he naturally conducts his school as that one was conducted at which he was himself taught,—a school probably under some special management; if not, he naturally imitates the public schools around him which are so managed, simply as these are higher in position than his own, and as their method of proceeding has received an approval which his requires. On the whole, the Adventure school, as it is not isolated, but belongs to the educational system of the country, so it partakes of those influences upon its management which the greater and the better part of that system receives more directly.

The instruction, for example, as respects the matter of it, is much the same in the Adventure as in other schools, except where it is professedly of a special kind, and except in the private academies, where it takes a greater range than is usual in the more ordinary cases. At the same time, in many Adventure schools, some elementary branches, which are common elsewhere, are wanting; for the teacher, perhaps, is not himself a master of them, or the requisites for teaching them are not at his command, or in very removed situations the parents have not learnt to desire them. It is certain that religious knowledge is not one of such omitted subjects; for the yearly reports of the Presbyteries of the Church show that this branch is quite as common in the Adventure, as in any other class of schools. On the other hand, the instruction is here quite as little as it is elsewhere, of a novel or questionable character:—for plainly it is not in such a humble class of schools as these generally are, that anything of that description is most likely to appear.

Before inspection was concentrated mainly upon schools receiving annual aid, I visited many of those upon adventure; and some of the same sort, during the last year, chiefly in Glasgow, Greenock, and Johnstone. On former occasions an attempt was made to show and to estimate the general inferiority of the non-parochial to the parochial schools. There is reason to believe that the estimate might be repeated with little, if any, variation at the present time. But it may be now added, that of the non-parochial schools, the Adventure are commonly inferior to the rest; not so much because they are uncontrolled and undirected, as because the masters' competency is commonly in some proportion to the recompence, which, in general, is least in this class of schools and often extremely inadequate. Is it observed, that their greater dependence on the opinion of the parents supplies a motive to exertion, which in its effect upon the character of the school, makes some amends for the want of equal encouragement by recompence? This result does not appear to have taken place in any noticeable degree: the other teachers, who are less dependent on school wages, still cultivate no less the good opinion of the people whom they serve, so as to leave no advantage over them from that cause to the unprotected teacher. It must be added farther, that very many of the Adventure schools cannot be con-

sidered of any value as means of education. Naturally enough, they are very ill-attended; and they produce a habit in that respect, which remains when better schools have come to be established in their place. If they qualify to read and write, and do the simpler operations of arithmetic, this is the utmost that can be said of what they do. In short, a great part of this class of schools is not to be acknowledged as supplying so much of the mentionable means of education. It is in them, and in their neighbourhoods, where the elementary education of the country appears in its lowest state, and where it calls most loudly for some measure of improvement.

The number of Adventure schools throughout Scotland is 1,500; their number in the district assigned to my charge, about 500.

II. The funds that afford entire or partial support to the Subscription school are supplied either by an individual, or from a general local subscription, or by a central Board acting for the Established or other Church, or representing an educational Association; the resources of that Board coming from a more extended general subscription.

In all these cases, the salary or other form of aid is given from year to year, and continued during the pleasure of the granter.

In all, the subscribers themselves or by their organ appoint the master, and retain him, so long as they think proper; a rule that proceeds properly from the circumstance that at any time the grant may be withheld; not to mention that, as the school has not the advantages of a public constitution, of sure permanence, or perhaps, of an ample provision, so it is the less apt to attract a class of teachers to whom it would be convenient to give a life-tenure of their office.

This right to remove the teacher upon any occasion of dissatisfaction whatsoever, is not a little used by the managers—for example, by the Central Boards. During the last five years, the Education Committee of the General Assembly, removed 55 of the 18 teachers connected with their scheme; none, for any moral fault which might have disconnected them with a parish school; but all, either for simple inefficiency in duty, or as unsuited to the particular charge they had in hand, or as deserving of one more important.

At the same time, during that period of five years, 105 of the teachers resigned, and as the circumstances that induced their resignation were much the same as those which make it fit for the managers to remove them when they see cause, the frequency of the resignations serves to show the expediency of that rule of management.

The number of schools in Scotland, that take the denomination of Subscription is about 450; the number of the same which are aided in the district assigned to my charge, is 49. One-half of this last number derive their subscription from an individual, who is the patron of the school, and commonly the sole manager. (1.) This sole management is sometimes exercised by the patron himself, closely and with the best effect; and sometimes, in his absence, by his local agent. In both cases, the visits of the Presbytery of the bounds, or the minister of the parish are generally invited or very cordially received; but commonly, the school is not placed in special connexion with any Church, so as to derive from thence any active influence upon its management. In such circumstances, the managers naturally desire the inspection provided by your Lordships; they do so more frequently than is usual for schools of another description; and they do so as much, perhaps, for the counsel and direction of the Inspector as for any other sort of aid.

When the sole manager interests himself in the school, after the manner which is common in the noticeable cases of this description, there are certain directions in which his influence commonly takes effect. A large proportion of such schools are for instruction in female industry; for, commonly, the manager is as sensible of the uses of some skill in that way, as of very much of that knowledge which is obtained from book lessons; he is partial also to a complete separation of the sexes while in the course of receiving their education; and to him it is always agreeable to see much attention directed to the cultivation of good manners, as by no means an insignificant part of moral training. When, again, the school is of the mixed kind, and under a master, the manager is generally better pleased with the instruction which is well given within a limited range, than with that which is more ambitious and less suited to the actual and the pressing requirements of the pupil. These are the ordinary characteristics of the Subscription school supported by an individual.

(2.) When the subscription proceeds from more than one individual, the managing committee consists either of all the subscribers, or of those who subscribe a certain

amount, or of a select committee of their number. Commonly, the individuals are resident on the spot; but a distant residence does not usually disqualify, when the benefaction has been considerable.

A peculiar instance of management by more than one person occurs at the Govan Colliery School: "The proprietor commits the management or superintendence entirely to the workmen. They appoint yearly a managing committee of their number, consisting of fourteen, all daily employed under ground or about the works; and to this number the manager adds three chosen by himself, also from the same class of men. The committee appoint and remove the teacher at their pleasure; and while retaining the entire superintendence, they commonly invite to the annual examination of the school the clergymen of various denominations and other intelligent persons in the neighbourhood."* Two things are remarkable in this arrangement; a stated and necessary deduction from the workman's wages is considered as subscription; and the right to manage follows this subscription to a class of men not usually assumed into such an office. The result is said to justify the liberal design, so far, at least, that the school is regarded by the people of the place, in its affairs and its objects, with more interest than it otherwise would have been, and that there is no complaint of irregular attendance.

The management by subscribers or their committee is conducted in much the same manner as that of an individual, on the points to which reference has been made; the school is usually visited by the Presbytery of the bounds; and often the minister of the parish is *ex officio* a member of the managing Committee. But, usually, the school is not specially connected with the Church by any formal rule placing it under the presbyterial superintendence, or requiring the teacher or the managers to be of that communion.

Sessional
schools. . .

The case is different (in effect, at least) when the promoters and patrons of the school are the Kirk Session of the parish, and the instances of this sort are many; in the district under my care, about 50, and throughout Scotland, 120. The salary being here provided by the Kirk Session, the Kirk Session manage, like other managers who do the same; they appoint the teacher, and remove him at their pleasure. But the fund that supplies the salary not being collected promiscuously from persons of all communions, and from members only of the Church congregation, they naturally choose a teacher known to belong to their particular connexion.

The Sessional school is observed to be somewhat more of the nature of a charitable institution, than other subscription schools usually are. Hence, the occupation of the managers is somewhat more, in seeing that it continues to be available to the class of children for which it was intended; in moderating the school fee according to the circumstances of the family; and in promoting school attendance, where it is apt to be neglected.

Assembly
schools.

(3.) The Central Boards, as they act upon the schools more distantly, have modes of action accommodated to that circumstance. The General Assembly's Education Committee describe their superintending relation to the schools which they maintain, as follows: "The Assembly schools are, like the parish and other schools, superintended by the Presbytery of the bounds in which they are situate; the Presbytery consisting, like the other Church Courts, of lay as well as clerical members, and reporting yearly to the General Assembly, on the state of the schools which they have visited.

"The General Assembly schools are also superintended by the ministers of the parishes in which they are respectively situate. This superintendence includes the duties of promoting attendance at the schools; of seeing that the school is faithfully and efficiently conducted; of regulating some of the details of school management, such as the hours of teaching, the time of vacation, the rates of school wages, the exemption of poor children from school wages, or from the charge for school-books. The minister of the parish reports from time to time to the Assembly's Committee on the general condition of the school; he also certifies half-yearly that the school has been taught 'to his satisfaction,' and that school-books to a certain specified amount have been given gratis 'by his order.' It is understood that in most of these acts of superintendence and management the minister is assisted by the Kirk Session of the parish, consisting of lay elders; a direction to this effect, in reference to the schools superintended by the Church, was issued by the General Assembly at a very early period in the history of the Church.

"The Committee, consisting of clerical and lay members in nearly equal proportion, holds its meetings at Edinburgh. In general, it originates the schools in its congregation, after ascertaining, by correspondence with the parochial ministers, the stations at which the means of education were deficient. It maintains those schools by grants of salary to the teachers from the fund at its disposal, arising from annual Church collections and subscriptions. It appoints the teachers after due examination, and generally after they have been for some time in training at one or other of the Normal schools; being always ready, however, to entertain favourably any recommendation in this matter proceeding from the minister, the heritors, or others concerned. It removes the teachers when, after communication with the minister, heritors, or others concerned, it appears proper to do so. It supplies the necessary school-book gratis or at reduced prices. It requires from the teachers half-yearly reports on the state of their schools. It reserves the power of discontinuing any school, whensoever it may think proper. The office of the Committee in regard to the Assembly schools is defined in their rules and regulations; it grows necessarily out of their duty as administrators of the fund on which these schools are maintained, and in the exercise of every part of it the Committee represents the General Assembly."

The like arrangements are employed, with little variation, in the superintendence of their respective establishments, by the Free Church Education Committee, the Society for Propagating Christian Knowledge, and the Gaelic School Society; not, however, by the Trustees of the Dick and Mylne Bequests, in respect to the appointment or the removal of teachers; these matters being otherwise regulated by the Statute for Parish Schools, to which alone these bequests have been directed.

The Central Boards provide inspection for the schools that receive their aid,—the Gaelic School Society, the Dick and the Mylne Trustees having each an officer occupied exclusively in this manner; and it may be noticed, that the first instance of school inspection so conducted in Scotland, was given by the Gaelic School Society in 1818—from which time till now, it has been continued by that Society without interruption.

The aid given by the Central Boards is ever in the form of salary, the amount of which is variable only with the varying state of the fund from which it is supplied, and not, except in one instance, according to any variation or any varying appreciation of the teacher's merits.

The management of the Central Boards thus appears to agree with that of the Committee of Council in important points; in the recognition of local managers, which, indeed, is so direct on the part of the Committee of Council, that they do not recognize any Central Boards themselves, when these happen to intervene; in requiring from the local managers periodical school-reports; in providing inspection; and the reserved right to appoint and to remove teachers seems to have its equivalent in the rules which require the teacher to hold your Lordships' certificate, and to acquit himself in his office, to your satisfaction.

III. The class of Endowed schools includes the Parochial, Burgh, and many supported more or less on mortified funds. The latter are 75 in number in the district assigned to my charge, and throughout Scotland they have been numerically estimated as follows: "The schools wholly or in part endowed from private sources are 744 in number. In this number are included, among others, the 232 schools belonging to the Society for Propagating Christian Knowledge. 2. The few which are maintained upon the mortified funds administered by the General Assembly's Education Committee. 3. The 146 Parochial schools in the three counties of Aberdeen, Banff, and Moray, which have the benefit of the Dick and partly of the Mylne Bequest. 4. 85 Parish schools aided by private endowments, chiefly in other parts of Scotland. 5. Those schools, 6 in number, the endowment of which consists merely in the school-house and the teacher's dwelling, provided from funds specially mortified to the school, and generally of a superior description."†

When the management is local, it proceeds in much the same manner as the local management of Subscription schools; but probably, for the most part, with somewhat less of action. The local management is sometimes vested in the founder's family; more frequently in parties likely to look well to the proper husbandry of the fund, or in parties who, like ministers, Presbyteries, and Kirk Sessions, have an official

* Minute by General Assembly's Education Committee.

† Report on School Endowments, General Assembly's Education Committee, 1854.

interest in the oversight of schools, and experience in their management. These two qualifications are not always to be found combined; and to choose betwixt them has been to the benevolent sometimes a cause of hesitation and delay in the execution of their purposes.

It is not known that the object of any school endowment has ever been in itself of an objectionable nature. But there are instances where the endowment in the course of time has become unnecessary for the purpose to which it was first destined; where, from its growth and its widened application, the trustees at first appointed have become no longer the most competent to the duties of the trust; where the funds have been misapplied, or where they have been lost. Of such cases, some remarkable examples are recorded in your Lordships' Minutes, and doubtless more might be adduced.

The Endowed schools which are not parochial, like those which subsist upon subscription, usually receive the visits of the Presbytery, but more frequently than happens to Subscription schools, their constitution places them in special connexion with the Church. Of the 744 Endowed schools above-mentioned, "601 are connected with the Church of Scotland, 213 of that number being so connected by their constitution as Parish schools. The rest appear to have been either originated or placed in that connexion by the will of the donor, or, existing already, they have been endowed on such conditions as establish their connexion with the Church; the school is declared to be under the 'superintendence,' 'supervision,' or 'cognizance' of the Church; or the endowment is placed under the administration of the Presbytery of the bounds, the Kirk Session, or minister of the parish, or the teacher is required to be in communion with the Church."^{*}

The same class of Endowed schools desire the inspection which has been provided by your Lordships; but they receive it seldom, because they seldom receive the other aid to which inspection is conditional, and this happens because endowment does not constitute the voluntary subscription which is required for other aid, and because it tends to hinder subscription, by somewhat superseding it. There are but three schools of this class in the district under my inspection, which are receiving annual aid.

The three descriptions of school which have now been noticed, with their subordinate varieties, mark so many distinct forms of effort by which the country has spontaneously raised up a very large scheme of educational means; and it is important as well as interesting, to observe in what respects they exhibit a common policy. 1. In all cases, except the very few in which a pure charity was intended, the instruction is paid for by a rate of school-pence; the amount of which advances as the instruction advances, but throughout the scale is pretty well adjusted to the circumstances of the parents, insomuch that commonly all demand on this head is waived to parents deemed unable to answer it. 2. Salary is added to the school-pence, to make the master's income sufficient or secure, unless where both objects are otherwise attained, or where the means of salary cannot be found. 3. The school is under local management, which regulates all parts of its economy, including the appointment or the removal of the teachers, the rates of school-pence, the hours of teaching, and the subjects of instruction. 4. The managers are those who chiefly contribute to the maintenance of the school, or their representatives. 5. The school is very generally opened to the visits and examination of the local Presbyteries. 6. The Government inspection is very generally accepted, and this even independently of any pecuniary advantages that attend it. These arrangements freely adopted for the different descriptions of school-management are found to blend well together in compact systems of management; and each and all of them seem deserving of regard, as having been so freely and so commonly adopted; deserving also, for that reason, of the regard of the Legislature in any measures which may be proposed for extending and improving the means of education in Scotland.

The schools already endowed by Statute are the Parochial and Burgh schools. 1. The management of the former being explicitly defined by the Legislature, and therefore well-known, need not be here noticed. 2. The Royal Burghs of the district are 15 in number. Of these one possesses no school established under the Act of 1803, the reason being that the "provisions of that Act do not apply to

the case of a parish which consists only of a Royal Burgh or part of a Royal Burgh," and eleven have each one school established under the Act of 1803, "the parish consisting of a Royal Burgh, and a landward heritor or heritors." In several of the parishes partly landward it is not certain that any school has been provided exactly in terms of the Act.

I have the honor to be, &c.

(Signed) JOHN GORDON.

To the Right Honorable

The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year 1857, on the Schools in SCOTLAND,*
not connected with the ESTABLISHED CHURCH, inspected by
Her Majesty's Inspector of Schools, JAMES CUMMING, Esq.,
LL.D., and by Her Majesty's Assistant Inspector of Schools,
CHARLES E. WILSON, Esq., M.A.

MY LORDS,

Number of
schools
receiving
inspection.

THE report which I now submit to your Lordships presents few circumstances to distinguish it from those of former years. The number of schools actually inspected by me, and by Her Majesty's Assistant Inspector who co-operates with me, is nearly the same as in last year. The whole number amounts to 409 schools, comprehended in 343 distinct institutions. The trifling decrease in the number inspected by myself, as seen in the tabulated reports, arises from the circumstance that a portion of time, which last year was given to the work of inspection, was this year occupied with the examination of the papers of candidates for Queen's scholarships. It must not, however, be inferred from this that the number of schools on my list is no greater than before. The number in these two years is nearly the same, because it is as much as we can overtake with due regard to other duties. The real difference consists in the number of schools which ought to have been, but could not be, visited by us; this is much greater than on any former occasion. In my last report I stated the reasons which rendered it generally difficult to visit more than one school in a day, namely, the largeness of most of the town schools, and the mutual distance of those in rural districts. From the latter of these causes it is frequently necessary to conduct the examination of the pupil-teachers on the same day that has been fixed for the inspection of the school, and thus, when a school is only large enough to be entitled to a single pupil-teacher, the day is fully occupied with the examination, first of the school, and then of the apprentice. I endeavoured to keep down the amount of arrear cases by avoiding those schools chiefly which required days to be spent in travelling to or from them. Hence the schools in Islay were left without inspection. As there was only one school in the Orkneys which it was necessary for me to visit, I managed to overtake it by crossing the Pentland Frith twice in the twenty-four hours, so as to inspect schools in Caithness on the days immediately preceding and following. Those in Mull and Skye I thought it right to

visit, as they had not been inspected before; but these, as well as the school in Stornoway, inspected by Mr. Wilson, necessarily occupied a considerable time. There are still schools in the western part of Sutherland and Ross-shire which I have never been able to inspect, though I should have been very glad, could I have reconciled it with feelings of more urgent duty, to pay them a visit.

I have now so often remarked on the character of the schools which I am accustomed to visit that there is little room for novelty in the observations which I have to make. The number of certificated teachers has been gradually increasing, so that seven-eighths of the schools are now under their superintendence. There is, therefore, an assurance that the masters in these schools possess a fair amount of preliminary qualification. Of course a large proportion of these are young men, in regard to whom it is to be hoped and expected that experience and practice will render their labours increasingly efficient and successful. It is only requisite that they should keep steadily in view the great objects of their calling,—to train and to instruct the youth intrusted to their care. There is still, perhaps, a temptation to have recourse to methods which relieve the teacher, by throwing additional and unnecessary burdens on the pupils. This has struck me particularly in regard to the teaching of grammar, which may, however, be referred to in illustration of a general principle. In inquiring how many of the pupils in a school were learning grammar, it has repeatedly happened that, after specifying a certain number of the higher pupils or classes, the teacher has expressed some hesitation about including others who had merely commenced the study. In these circumstances, I have requested him to let me hear a specimen of the instruction which they received, that I might judge for myself; and he has begun accordingly with the question,—What is grammar? The ordinary answer is given, and the question proceeds;—Into how many parts is grammar divided? Ans. "Into four; Orthography, Etymology, Syntax, and Prosody." I could not but pity the tender minds which were subjected to the process of mastering these hard and incomprehensible terms. I am quite aware that excellent scholars have been made by this kind of process. Indeed, I do not know any process by which excellent scholars may not be made if the teacher be himself master of the subject, and employ sufficient vigour and resolution in impressing it on his pupils. If the instrument "be blunt, and he do not whet the edge, then must he put to more strength." But this mode belonged to the time when the study of Latin was commenced by committing to memory

Character
of schools
inspected.

an indefinite number of Latin rules; when the masters professed, not to teach, but, to make the pupils learn; and when the learning was enforced by kinds of discipline which would now be regarded as showing a want of skill or sense in the teacher who should employ them. It is now understood to be the teacher's duty to establish a communication between his own mind and the minds of his scholars, and to make them understand while they learn; and, even with this instruction, abundant room may be left for the exercise of the memory, and the cultivation of its powers. Notwithstanding these remarks, I must observe that the instruction in our schools generally is, not only sound, but, judiciously given, and it may be said that there is none of them in which the essentials of a good common education may not be obtained. In all of them a foundation is laid on which a man of natural talent can raise his own appropriate super structure. This, however, is said on the supposition that the children or their parents avail themselves of the opportunities afforded. But the tendency to remove children from school at an early age has been often referred to, and I fear that there is some reason to think that it is even on the increase; for, though the per-centage of children attending those schools which I inspect, whose ages are above fourteen, is probably larger than in any other district under inspection; yet it is not really large, and is smaller than it was when I commenced my labours seven years ago. In 1851 it was stated that the number of children above fourteen years of age was 5·27 per cent. of the whole, and in 1852 it was said to be as high as 8·16; last year it was 4·9, and this year, taking aided and unaided schools together, it seems to be about 5·01. It is right, however, to remark that the number who have attended school for five years or more would seem to have rather increased, amounting this year to not less than 7·88 per cent. These facts, supposing them to be accurately stated, appear to lead to the conclusion that an increase has taken place in the number of those who either attend infant schools, or form the youngest classes of the common juvenile schools. But it must be acknowledged that there is a degree of uncertainty in these returns, caused by the imperfect state of many of the school registers.

Attendance
of children
at school.

General
progress of
education in
Scotland.

In other respects, however, there is much reason, after taking a retrospect of the last seven years, to congratulate the country and those who have been engaged in promoting the work of education. Not to refer particularly to the first of these years, when I was singly employed in my district for only a part of the year, I find, on referring to the report of 1852, that, with the aid of Mr. Wilson whose able co-operation I have

enjoyed since that time, I inspected 212 schools, in which there were 123 certificated teachers, and 384 pupil-teachers. During the past year we have inspected 336 schools (besides reformatories) with 297 certificated teachers and 649 pupil-teachers ; and there is besides a considerable number of schools which we have not been able to overtake. Moreover, not only is the number of qualified teachers increased greatly, even in proportion to the increased number of schools, and the teaching power generally augmented and improved, but, by grants of books and maps, and of money in aid of the enlargement and refitting of the schools, these schools themselves have become better adapted for the purposes for which they were erected. Assuming that a similar improvement has taken place in the districts under the inspection of my colleagues, I may safely say that a greater impulse has been given to the cause of education in Scotland during the last ten or twelve years than at any period since the establishment of the parish school system ; and in some respects the present mode of administration works more advantageously for the community than that justly celebrated system has done. I need only refer to two points. In the *first* place, security is taken that the teachers shall be acquainted with the practice of their profession, as well as with the subjects which they are required to teach. The election of the parish schoolmaster by the heritors and minister is unlimited, in its range, by any consideration of the previous employment or pursuits of the individual to be chosen ; and, though his qualifications are tried by the presbytery, the trial extends only to his knowledge, and not to his aptitude to teach ; and, even in regard to his knowledge, the question, I believe, is still unsettled,—whether the presbytery is entitled to extend its examination beyond the branches which the heritors think necessary to be taught in the particular school. That many qualified men were appointed in these circumstances is readily acknowledged ; but that others were appointed of very indifferent qualifications can scarcely be denied by those who are aware of the facts. The terms on which your Lordships' certificates of merit are awarded, and on which the augmentations continue to be paid, afford an assurance that the teacher shall not be very deficient in respect of the attainments which he ought to possess. *Secondly*, in those cases of moral delinquency which are sure to occur from time to time in all large bodies of men, and which render it necessary for the public good that the office should become vacant, the process is now shorter and more decisive than it was under the older system. It is well known that individuals of notoriously bad character have

been allowed to remain in parish schools, in consequence of the reluctance of parties to incur the expense and (in some cases it may be added) the odium of a prosecution. Where such cases have occurred under the operation of the Minutes of Council, and I am sorry to say that one or two cases have occurred in my knowledge, the simple refusal to fill up the necessary certificates in order to secure both the voluntary contributions and the augmentation has been sufficient to secure the removal of the delinquent; and I may add, with regard to cases which call for pity as well as censure, the removal has been effected without a ruinous exposure. I should certainly regret if in this way the teacher were made to suffer from the caprice or ill-feeling of those with whom he had to do. No doubt the power exercised by the managers is great; but I cannot say that I have found it injuriously employed, nor do I think that there is much risk of its being so. It seems probable, though, of course, I cannot speak officially on the subject, that the influence of the proceedings of the Committee of Council (as well as the more partial but more direct influence of the Dick bequest) has tended to the improvement of those schools which are not immediately under their control. When one reflects on these improvements, no doubt it is mortifying to think that, with greater advantages than were ever before enjoyed for the attainment of education, there should exist so much indifference on the part of parents in regard to the securing of its benefits for their children. But it may, perhaps, be observed that the operation of particular influences on the national character is most discoverable, not in the generation in which they are at work, but, in that which immediately follows it. The existence of the indifference alluded to is not certainly to be traced to the efforts which have been made to promote education, but rather to those previous circumstances which made the efforts necessary; and, whatever means be adopted for overcoming this indifference in the meantime, it may be reasonably hoped that, when education has been generally diffused by such measures as are now employed, and when its advantages are seen and felt in the life and history of those who are now acquiring its benefits, the shame of being uneducated will revive, as it is said to have formerly existed among the poorest classes in Scotland.

When engaged in inspecting the schools in Caithness, I took the opportunity of fulfilling a promise which I had made when I scarcely thought that my time would be so fully occupied with more imperative duties. The Edinburgh Caithness Association, composed of gentlemen connected by birth or property with the county of Caithness, have for a number of years

awarded prizes to pupils from all the various schools in the county, for eminence in a great variety of departments of knowledge. Particular circumstances had led them to desire that the determination of the prizes, at this time, should be made by one unconnected with the county, and they did me the honour to invite me to undertake the decision. To this object I devoted two days, one in Wick and the other in Thurso. The competitions were carried on in public meetings, presided over by the chief magistrates of these towns, and attended by a number of the clergy, and of intelligent laymen. The competitors appeared from a great number of schools in all parts of the county. One of the most pleasing circumstances connected with the examination was, that, some of not the least valuable prizes were carried off by young men from small schools, in districts of which I confess that I had never heard the names, suggesting the thought that substantial instruction was going on, though perhaps limited in its range, in adventure schools little known to fame. The exhibition of the attainments made in different schools by the pupils who competed successfully was calculated to show to the others the points in which they were defective, and the extent to which the deficiency existed.

Another competition of a different kind was conducted by me at Arbroath. The fees in the higher classes of the institution there had been objected to, as raising the school above the class for which the aid afforded by the Committee of Council was designed. It was agreed, however, to continue that aid, for a time at least, and experimentally, on condition that a certain number of scholars, drawn from the poorer schools of the town, should be admitted to receive gratuitous instruction. The number was to bear a definite proportion to that of the ordinary scholars, and the selection was to be made from those who might apply in the presence and with the concurrence of Her Majesty's Inspector. As a number considerably greater than could be admitted made the application, I had to take a principal part in deciding the choice. A slight inspection convinced me that it was desirable to form the applicants into two classes, a senior and a junior, as several of those who were not so far advanced as others in the subjects of their education seemed more likely to profit by the advantages which the institution affords. It is too soon to express a decided opinion on the results of this experiment, but I regard it with favourable anticipations, and shall be anxious to observe on a future occasion the progress made by those who were selected, and the desire excited among others to supply the vacancies that may occur.

Arbroath
Educational
Institution
school.

Reforma-
tories.

In the course of the year, I have visited the Reformatory institutions in Glasgow, Perth, Ayr, Kirkaldy and Dumfries.* In Glasgow and Ayr the instruction is imparted with great vigour and success. The feature which strikes one as distinguishing it most broadly from that in a common school is the advanced age of those in the alphabet class. This, of course, is what might naturally be expected in the circumstances, and helps to prove that the institutions are composed of those for whom they are intended. In the other institutions the moral and religious influences are more striking than the literary tone. But still the latter is satisfactory in the circumstances. In Dumfries I was particularly pleased with the result of an examination which I was led to make. The master had given a Bible-lesson on the history of Jacob, and I followed it up by examining on particular points of the history, as illustrations of the observance or violation of particular commandments. The readiness with which the precepts of the decalogue were applied to different incidents showed that the catechism had not merely been learned by rote, but that the meaning, at least of this part of it, had been apprehended.

Normal
Colleges.

I regret that I have not been able to devote to the training colleges the time and attention to which they are justly entitled. I attended them only so far as to enable me to sign the requisite certificates regarding them. I have no doubt, however, of the fidelity and efficiency with which they are conducted. In the course of the present year, I hope to be able to inspect them more minutely, and to report more particularly. I beg leave, however, to submit a tabular view, similar to that in the close of my last year's report, of the students who were examined in June, and of the results of the examination :—

—————	Candidates.	Class 1.	Class 2.	Class 3.	Total classified.
In Edinburgh :					
Males, 3rd year - -	2	0	0	1	1
" 2nd year - -	2	8	7	10	25
" 1st year - -	33	6	13	10	29
Females, 2nd year - -	20	10	8	1	19
" 1st year - -	34	10	4	2	16
	114	34	32	24	90
In Glasgow :					
Males, 2nd year - -	20	2	2	11	15
" 1st year - -	25	3	7	5	15
Females, 2nd year - -	14	2	7	4	13
" 1st year - -	39	1	3	10	14
	98	8	19	30	57
Totals - -	212	42	51	54	147

* My visit to Dumfries was subsequent to the period embraced by this report, but the institution had been inspected previously by Mr. Wilson.

Besides these, 14 in each of the training colleges were placed on the schedule, the much greater part of them being female students of the first year. It seems to be principally from some defect in this class, in whatever way it may be accounted for, that the number of successful candidates is smaller than last year. Still the number of those who have been classified is large, and it is gratifying to be able to add that it is not larger than the demand; for there are very few of those, I believe, who have completed their attendance at the training college who have not readily found employment.

I have the honor to be, &c.

JAMES CUMMING.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY J. CUMMING, ESQ., AND C. E. WILSON, ESQ.

SUMMARY a.

Attendance, &c.

Schools visited on account of	Number of Schools <i>actually inspected</i> between 1 Sept. 1856 and 31 Aug. 1857.	Number of Children										Number of <i>Certificated Teachers.</i>	Number of <i>Pupil-Teachers.</i>
		No. of Schools, <i>i.e.,</i> institutions held in separate buildings, and separa- tely man- aged.	Number of School-rooms in which separate Teachers are employed.				<i>Present at Examination.</i>		<i>In Average Attendance.</i>		For whom accommoda- tion is provided, at 8 square feet of superficial area per Child.		
			Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	288	11	89	38	371	18,476	14,040	18,789	14,368	36,954	297	649	
Simple Inspection	48	1	8	4	38	1,385	1,474	1,440	1,262	2,858	—	—	

Per-centage of Children on School Registers

(1).—Aged

	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
Annual Grants .	1'82	5'06	8'55	11'28	12'3	12'3	11'06	10'95	8'8	7'14	5'06	5'2
Simple Inspection	3'27	7'	9'89	13'34	14'47	12'39	10'72	9'7	7'6	5'06	3'74	8'9

(2).—Who have been in School

	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	32'02	21'	16'82	13'12	8'72	5'33
Simple Inspection	36'48	29'01	14'08	7'24	5'97	5'27

SUMMARY b.

Character of Instruction.

This Summary is confined to Boys' and Girls' Schools, and does not include Infants.

Number of Schools, out of 368 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.	Are reported to be taught				Schools visited on account of			
		Excellent, Well, or Fairly.		Moderately.		Imperfectly or Badly.			
		Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scripture . . .	165	40	165	40	—	—	—	—	—
Catechism . . .	164	40	164	40	—	—	—	—	—
Reading . . .	302	41	302	40	—	1	—	—	—
Writing . . .	280	41	280	41	1	—	—	—	—
Arithmetic . . .	290	41	287	40	3	1	—	—	—
Geography . . .	303	36	298	34	4	2	1	—	—
Grammar . . .	290	36	281	31	7	3	2	2	2
History . . .	141	14	188	8	7	6	3	—	—
Music from Notes . . .	7	—	—	—	—	—	—	—	—
Drawing . . .	6	—	6	—	—	—	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is				
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly. Moderately. Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.				
	Annual Grants .	322	13	2	330	3	-	322	5	8	287	1	11	316	13	5	337	1	-	327	-	-	-
Simple Inspection.	42	4	1	43	-	-	38	3	4	29	-	8	32	3	6	45	-	-	1	-	-	-	-

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 274 (Annual Grants) + 38 (Simple Inspections) = 312* of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endow- ment.	From Voluntary Contribu- tions.	From School Pence.	From other Sources.	TOTAL.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual Grants . . .	288 13 6	6,161 1 9	14,259 13 8	2,414 17 9	23,074 5 3	20 15 4½
Simple Inspection . . .	46 0 0	528 0 10	886 5 6	202 14 0	1,663 0 4	0 14 3½

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 274 (Annual Grants) + 38 (Simple Inspections) = 312* of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscella- neous.	TOTAL.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual Grants . . .	20,666 19 1	461 19 4	3,107 8 1	24,236 6 6	0 15 7½	50,949
Simple Inspection . . .	1,631 2 7	9 8 7	181 8 8	1,721 19 10	0 14 2½	2,886

* The number of schools inspected during the year was 336; but from 24 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

SUMMARY e.

Salaries of Teachers.

	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.	Cer- tified.	Uncer- tified.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emol- uments (including Government grants and all professional sources of income) . .	Annual Grants -	94 28 9	65 7 9	53 6 1	37 5 1	54 5 8	21 13 11
	Simple Inspection	—	40 11 11	—	31 6 4	—	—
Number on which average is taken . .	Annual Grants -	229	58	47	13	15	6
	Simple Inspection	—	28	—	11	—	—
Number provided with house or rent-free . .	Annual Grants -	120	13	19	2	2	2
	Simple Inspection	—	18	—	7	—	—

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence, and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	243	32,116	9'23	39'63	29'48	9'34	13'33
Simple Inspection	24	1,841	24'44	43'64	28'18	5'8	1'14

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, the Rev. THOMAS WILKINSON, A.M., &c., on the EPISCOPAL CHURCH SCHOOLS inspected by him in SCOTLAND.

MY LORDS,

January 1858.

Preliminary observations.

I HAVE the honor to present to your Lordships my report for the year 1857, during which time I have been employed in inspecting schools connected with the Episcopal Church of Scotland, in preparing and revising examination papers, and in other duties entrusted to me by your Lordships. The nature and extent of those duties are shown in the summaries appended to this report, and in statements hereafter to be made. The chief statistical results concerning the several schools inspected during the year are exhibited in the usual form of tabulated reports, which is now printed separately for distribution throughout my district; and, though the information therein conveyed is brief and somewhat technical, it is generally understood and appreciated by managers of schools. The public at large, however, are more interested in the general results and impressions left on the mind of an Inspector by his year's labours; these, therefore, I now proceed to lay before your Lordships.

Increase in number of schools under inspection.

I record with great pleasure that, during the last twelve months, there has been a marked advance in the number of schools under inspection, several having been added to my list.

New buildings, &c.

New buildings, many of them handsome, and all of them capacious and most convenient in arrangement, have been completed or are now being erected. Some of these are most important undertakings, and reflect the highest credit on the promoters and managers, especially the new schools at Leith, Jedburgh, Port Glasgow, New Pitsligo, the erection of each of which must have cost a considerable sum of money. In several localities important additions and general improvements have been made; great attention has been paid to ventilation and heating; a more judicious arrangement of benches, and a better supply of school apparatus are also in

many schools abundantly evident. There are, however, not a few schools in which the higher educational requirements of the day call for improvement, both in regard to size and form of rooms, in which respects they are both insufficient and inconvenient, and otherwise unfit.

To the keeping of school registers increased attention seems to be given; the old forms used in our Episcopal schools having been superseded by one certainly in many respects superior to its predecessors, but by no means equal to many which I have seen. In some cases I have had to remark on mistakes in the method of striking the averages; in several I have not been able to obtain any special return of the average period per annum of each child's attendance in the schools in the receipt of annual grants. As a general rule, no registers of attendance have been kept from which such results can be obtained. If the school managers with whom I have to act would allow me to suggest the introducing of the Durham registers into the schools under their charge, it would not be difficult to collect trustworthy returns, which would show plainly to what extent our school system is meeting with the support of that class for which it is primarily intended.

Registers of attendance, &c.

The supply of books throughout my district is on the whole very good. The enlarged list of school books under the auspices of the Committee of Council, offered at reduced prices, and the arrangements for its annual revision and improvement confer a valuable boon upon schools, and advantage of it should be freely taken. I would here draw particular attention to the excellent progressive series of reading-books now in the course of publication, at a remarkably cheap rate, by the Christian Knowledge Society.

Books.

Not only as to the machinery of education in my district, but also as to the working power, I am able to report satisfactorily. There is a remarkable increase in the number and an improvement in the quality of the teachers. They are now better trained for their duties, and possess a more thorough knowledge of the subjects of instruction than they did a few years ago. The number of certificated teachers has increased 16 per cent. since Christmas 1856, and 65 per cent. since Christmas 1852. The pupil-teachers have risen from 30 in 1853 to 148 in 1857, being an increase of nearly 500 per cent. Thus far there is cause for satisfaction and prospect of improvement.

Increase and improved quality of teachers.

The following table gives the number of the schools inspected, and the number of teachers in each of the seven dioceses of the Scottish Episcopal Church:—

Diocese.	Boys' Schools.	Girls' Schools.	Infants' Schools.	Mixed Schools.	Total.	Pupil-Teachers.	Certificated Teachers.
Edinburgh - - -	4	4	5	9	22	33	20
St. Andrew's, Dunkeld and Dunblane - - -	1	1	-	10	12	20	10
Brechin - - -	2	2	-	13	17	20	12
Aberdeen - - -	4	4	-	17	25	18	10
Argyll and Isles - - -	-	-	-	8	8	8	4
Moray and Ross - - -	-	-	1	6	7	11	5
Glasgow - - -	-	-	3	17	20	30	11
Total -	11	11	9	50	111	140	73

General remarks on children's attainments.

The following table represents my opinion upon the state of instruction in the several schools inspected last year:—

Subjects.	Number of Schools in which Subjects enumerated			
	Are reported to be taught			Are the Subjects of a Report.
	Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scripture - - -	95	10	-	105
Catechism - - -	93	9	-	102
Reading - - -	82	23	-	104
Writing - - -	95	11	-	104
Arithmetic - - -	96	7	-	103
Geography - - -	97	4	1	102
Grammar - - -	82	12	1	95
History - - -	25	3	-	27
Music - - -	13	6	-	19
Drawing - - -	4	-	-	4

A few remarks upon each subject may suffice to explain the marks, and to indicate the conclusions which may be fairly drawn from them.

Scripture, &c.

Great as is the difference in the various standards of attainments reached in the numerous schools which I have inspected, it is most satisfactory to find that the religious instruction almost universally holds its due place in the general business of each school. Those schools in which I have found that not only a correct knowledge of the leading facts recorded in both portions of Holy Writ has been secured, but that the children have learnt a good number of texts bearing on practical duties, and upon those truths which we consider essential to salvation (these facts and texts having been well explained in collective lessons by the teachers), such schools I have invariably noted as "fair." With regard to those schools which are marked "good or excellent," a higher standard of attainment has been reached. It is impossible to estimate too highly the value of this fundamental subject of religious instruction, and I refer your Lordships with great satisfaction to the two first heads of the foregoing summary upon the knowledge of Scripture and of Church Catechism shown by the children of the great majority of our schools.

There is still too much occasion to notice defects in the Reading.
 reading. Many of the children in our schools read with
 hesitation; sometimes the reading is rapid and indistinct.
 Other faults, such as coarseness and broad provincialism,
 monotony and excessive loudness in one key, with an entire
 disregard of the sense and expression, are noticeable in many
 schools. In a few instances only do I remember good reading
 to have been made the subject of direct effort. Good reading
 should be an object of desire to a teacher; where such a
 teacher is fully alive to the importance of reading well, it will
 be noticed that he makes it the subject in all the reading
 of his scholars. When the matter is thus attended to specially,
 as well as through the direct influence of a well-cultivated
 intelligence, the result is certain. The scholars read with
 expression; the provincial accent is modified, and even the
 native Doric, which requires to be combated in every part of
 Scotland, begins to disappear from the pronunciation. I have
 only awarded the high mark "good" to those few schools in
 which the elementary lessons are conducted systematically and
 efficiently, and in which the elder scholars read with fluency,
 accuracy, and correct expression.

The penmanship, which a few years ago was generally ille- Writing.
 gible and inaccurate, has greatly improved, though I do not
 observe an advance during the last twelve months equal to
 that of the preceding year. I strongly recommend the fair
 round hand as the best for our schools; and pains in teaching
 that well would be much better bestowed than in forming the
 angular writing now generally taught to girls. But more to
 be deprecated than defects in the form is the absence of care,
 order, and cleanliness; this I consider to be entirely owing to
 the want of efficient superintendence, and the necessary initia-
 tory watching and help. In some schools a fasciculus of
 specimens is prepared to be exhibited at the visit of the
 Inspector; in these there is a remarkable superiority to the
 ordinary writing exercises, and a teacher could not probably
 adopt a more efficient means of improving this department
 than to fix it as a rule that the writing of every day shall
 be executed with the same care as the specimen for the
 Inspector.

This branch of instruction, though on the whole improved Arithmetic,
&c.
 during the past year, has not advanced in a degree equal to
 that reported in 1856. I should have been glad on this occa-
 sion to speak more favourably. Although there are many
 instances of efficiency, yet the cases of inefficiency are still
 numerous enough to warrant my pointing out what I conceive
 to be the causes of failure:—(1.) A defect in teaching the

simple rules ; ignorance of notation is very general. (2.) Want of intellectual cultivation in the upper classes. (3.) Indiscriminate use of the black-board in *viva voce* teaching of arithmetic. (4.) Short methods without a perfect comprehension of principles. These appear to be the sources of much of the inefficiency I met with in my examination in arithmetic. At the same time, both in the simple and advanced rules, the appearance in not a few schools was excellent, many of the scholars showing considerable skill in method and rapidity of operation, and presenting on the whole very favourable specimens of training in this branch of education. The number of pupils studying mathematics is but small. Practical geometry, mensuration, and algebra, as far as quadratic equations, with a book of Euclid, were professed to be taught in some schools, and the result of examination in them was fair.

Geography. Several features of good teaching in this department have presented themselves. In two or three schools the teaching is of a superior kind, and the map drawing excellent. Physical geography is taught in a few of the better schools with a fair amount of success.

Drawing. In a few schools the pupils have begun drawing, but no remarkable advance or proficiency in this has been observed. In itself, and as an exercise refining the taste, this should receive encouragement from all connected with schools.

English grammar. I am unable to report favourably of the general condition of this branch of education. It is professed to be taught in most schools, and in a certain way it *is* taught, but it is merely the old system of taxing the memory to deliver abstract rules and examples by rote, without using the principles to illustrate the ordinary lesson ; the same kind of unsatisfactory thing as teaching geography without maps. The result of such a system appeared in this, that, in one large school not one in a grammar class of eight boys, after having correctly defined noun and adjective, could tell, in the sentence "this is a fine day," which word was the adjective and which the noun. It is a subject of regret that, in many schools, I find teachers of superior attainments and intelligence failing in the particulars stated above, rather from habitual adherence to an imperfect system once adopted than from inability to pursue a better. The advantage of teaching the principles of English grammar orally and without reference to systematic rules or forms, and of applying it to the every-day lessons English reading, I have endeavoured to press on the attention of teachers and school managers. In a few schools English grammar has been acquired exclusively by oral instruction, and the appearance of such schools is admirable ; they are, however, "few and far between."

An acquaintance with the meaning of words is exhibited in a few schools, and some knowledge of the more familiar portions of etymology (prefixes, affixes), which form such important aids to the intelligence of those who acquire no classical learning. Etymology.

As a general rule, it is not attempted to teach more than Scripture history, in which great accuracy is in many cases displayed, and the outlines of British history; but so much I have frequently found to be taught with satisfactory results. History.

Music appears to be exciting more and more interest, and to be appreciated as an auxiliary in the general work of education. The number of schools in which fair progress has been made, or is being made, steadily increases. Music.

Of needlework, which I barely noticed in my last year's report, I have this year also little to say. I fear that in some elementary schools the needlework is not in a very satisfactory state. Needle-work.

The infant schools are doing well. No addition has been made during the last year to the number under inspection. I am sorry that the number of them is so small; no scholastic establishment should be considered complete unless it provide a separate apartment for infants. There is a marked analogy between the functions of an infant school and those of a night school. Both are supplements to the ordinary juvenile school, the one at the beginning, the other at the end; and both are doubly important by the still growing tendency to remove children from the school to the field, the mine, or the factory, at the earliest possible age. Few as the infant schools are in my district they are all excellent, and I consider them the most satisfactory which I visit. Infant schools.

I regret to say that night schools, like infant schools, are far too rare in my district. Your Lordships have put forth a Minute for the encouragement of these institutions, and from the fact that only one evening school teacher has as yet been engaged under the Minute of 1 March 1855, I cannot but infer that the managers of Episcopal Church schools in Scotland do not generally understand the advantages afforded towards the maintenance of evening schools. By this Minute annual payments not exceeding 10*l.* are afforded to persons who, while engaged in other occupations during the day, are well qualified by inclination and ability to act as teachers in evening schools. The several conditions are set forth in the Minute of 1 March 1855, pp. 111, 112, in the volume of Minutes for 1854-5. Night schools.

The pupil-teachers, as a body, are doing well. The general character which they bear, the conduct they exhibit, and their Pupil-teachers.

general aptitude for the work in which they are engaged have been, with very few exceptions, recorded by me as satisfactory. During the last six months the success of some of those young persons who commenced their apprenticeship in 1852, when the Scottish Episcopal schools were first put under Government inspection, and who have recently entered training schools high in the first class of Queen's scholars, has been very marked. When I consider the age, the number of these pupil-teachers (now about 150 in my district), and the creditable manner in which they have acquitted themselves in their competition for Queen's scholarships; when, moreover, I look at the homes from which many of them are taken, and the work they have to do, I cannot but feel that the public money thus expended on their teaching and training has not only been the means of raising these young persons intellectually, but has also, under God's blessing, greatly contributed to elevate their moral and religious character. I regret to observe that for several schools in populous localities it has been found impossible to procure candidates for apprenticeship, the inducement of higher wages for manual and outdoor labour than the amount of your Lordships' grants outweighing every other consideration in the minds of poor parents. The difficulty has been partially obviated by payments being advanced from school funds to meet your Lordships' conditional grants. And here, my Lords, I feel it to be my duty to urge on the clergy and school managers of my district the exercise of vigilant, careful, personal superintendence. This point cannot be brought too prominently forward. In ordinary cases no school thrives without this superintendence; and the absence of it, especially where there are pupil-teachers, is liable to such serious consequences that no managers, under a due sense of their responsibility, would venture to neglect so plain a duty. It is superfluous to comment upon the good effects likely to result from the judicious visits of the clergyman to his school; and any teacher who looks upon such supervision as an interference, or who is disposed to treat lightly any suggestions which come from that quarter, because they do not coincide with his own opinion, forms a most erroneous and inadequate view of his own true position, and of the duties of his minister. The necessity of this supervision is immeasurably increased when pupil-teachers are employed in a school. I firmly believe that the clergy and school managers do almost universally exercise a proper supervision over the teachers and their apprentices; and I shall be truly happy to find that my apprehensions are unfounded as to any deficiency in that close and personal intercourse which ought to be

Great difficulty in finding candidates for apprenticeship.

unvaryingly maintained between them. There have arisen within the last eight months, in my large district, one or two cases in which some casual circumstances led me to think that teachers might have failed to discharge towards their apprentices those duties of special instruction to which they were engaged, and for which, if discharged, they were entitled to considerable gratuities. I regret to say that in one case my suspicion was painfully confirmed, and no other course was left open to me than to submit the matter to your Lordships for further investigation.

Neglect of duty towards apprentices.

In the whole range of the social community there is no body of persons in whose integrity I should be more strongly predisposed to place unshrinking reliance than in our school teachers, male and female. Their antecedent history and training, the natural self-appropriation of the principles which they are continually inculcating and enforcing, the whole tenor of their apparent lives and character, combine, as a general rule, to inspire in me this unhesitating confidence. There are at present employed in schools which I have inspected, 39 certificated masters and 33 certificated mistresses. The total number of school teachers in my district is 111; and the managers of the schools express themselves to me, generally, in the highest terms respecting their conduct and attention to their duties; while the condition of their several schools, for the most part, verifies the justice of these encomiums.

Opinion favourable to teachers.

And now I am desirous, my Lords, of drawing your attention to the steady progress which, under the Minutes of 1846. August and December 1846, the cause of education has made throughout my district. The superseding in our schools of monitors by the appointment of apprenticed pupil-teachers, the training of a special body of men and women as teachers, the testing of their powers by examination, have not been in operation, so far as our Scottish Episcopal schools are concerned, for more than five years; and during this time it has been necessary to create among school managers, both clergy and laity, a feeling favourable to the supervision of their schools by an Inspector appointed by the Government; it has been necessary to raise the general standard of efficiency sought for in the schools, to provide a training college for future teachers, to increase the number, and to improve the character of school buildings throughout the land; and I cannot but feel strongly that, in the face of so many difficulties to overcome in the securing of these objects, very much has been accomplished, and with greater success probably than could have been expected. In 1852, when your Lord-

Operation of Minutes of 1846.

ships did me the honor to confer on me my appointment, there were not more than 32 schools under distinct teachers, which appeared to me at time to be in a position to benefit by the Minutes of 1846. The gradual increase from that date is given in the following table:—

NUMBER of Schools under distinct Teachers.

Diocese.	1853.	1854.	1855.	1856.	1857.
Edinburgh -	12	12	12	14	15
St. Andrew's, &c.	7	11	11	11	14
Brechin	12	16	16	16	16
Aberdeen	7	10	10	11	14
Argyll, &c.	4	8	8	8	9
Moray, &c.	4	6	6	7	7
Glasgow, &c.	16	17	18	18	20
Total -	62	79	83	85	95
Institutions.					
62 96 122 125 111					
Separate Schools.					

NUMBER of Certificated Teachers.

Diocese.	1854.	1854.	1856.	1857.
Edinburgh -	9	14	17	20
St. Andrew's, &c.	5	7	9	10
Brechin	6	8	10	12
Aberdeen	8	8	11	19
Argyll, &c.	1	1	3	4
Moray, &c.	0	3	4	5
Glasgow, &c.	3	4	8	11
Total -	33	45	62	72

The number of pupil-teachers is also advancing:—

Diocese.	1853.	1854.	1855.	1856.	1857.
Edinburgh -	30	70	107	120	148
St. Andrew's, &c.					
Brechin					
Aberdeen					
Argyll, &c.					
Moray, &c.					
Glasgow, &c.					

I beg, leave my Lords, to draw from my experience of the past year, the following conclusions:—

1. The large and rapid increase in the number of schools, and of proportionate increase in the numbers of certificated and of pupil-teachers, indicate, unquestionably, that the establishment and maintenance of our schools by means of aid from public funds continue to find favour with the friends of education, and seem to be gradually taking their place as the general and recognized mode of providing instruction for the children of the labouring classes.

2. The great impediment to the working of the system is the early age at which children leave school.

3. To meet this evil infant schools should be everywhere established, the teaching of juvenile schools should be rendered as effective and as practical as possible, and greater encouragement should be given to the establishment of night schools or evening classes, for the completion of that education which the early removal to labour necessarily leaves unfinished in the day school. These night schools should be allowed to adapt themselves freely to the wants of each particular neighbourhood, and should be rendered as attractive as possible.

In reporting last year on the state of the training institution at Minto House, Edinburgh, I noticed the change which had been made by the transfer of the establishment from the former premises at St. Andrew's Hall, Leith Wynd, to the present most commodious and favourably situated premises at Minto House. A plan of the buildings, with the proposed internal arrangements, supplied by the architect, had been previously forwarded for the approbation of your Lordships, and was confirmed. I am glad to be able to state that the work then contemplated has been successfully completed, and that suitable accommodation has been thereby provided for thirty students. The staff officers has undergone important changes since last year. The Rev. John Hunter, who filled the office of Principal for four years, has resigned his appointment; his place is now occupied by Frederick Rowbottom, Esq., a gentleman who, to sound scholastic attainments, unites in a singular degree many rare endowments for the important office of Principal. He possesses a thorough knowledge and clear appreciation of educational methods and influences. He is so well and so honourably known, his merits in the service of education have been so long recognised, through his successful connexion with Battersea Training College and elsewhere, that to bear testimony now to his superior qualities is wholly unnecessary. The office of Vice-Principal is held by Mr. James Moss, from Battersea College. Though he has been engaged here for a short time, he exhibits striking qualities as a lecturer, and his services will, I doubt not, be most valuable to the institution. Mr. Alexander Robertson, A.M., occupies the post of third officer as tutor, whose principal duties are those of lecturer in mechanics and natural philosophy, and for his office he shows superior qualifications. Frederick Meaten, Esq., a gentleman highly qualified for his office, has the charge of the musical department. To the foregoing regular officers of the institution I have much pleasure in adding the name of the Rev. C. A.

Normal college at Minto House.

Officers.

Time-table,
list of books,
&c.

Discipline.

Distribution
of work.

Teape, Chaplain to the Bishop of Edinburgh, and Incumbent of St. Andrew's. Mr. Teape is Chaplain to St. Andrew's Hall; he has long taken a deep interest in the success of the institution as well as in the cause of education in general, and I rejoice in his valuable connexion with the institution. A time-table and a list of books are appended to this report; in the former all the domestic arrangements and the work done by the students are minutely given. Under the greatly improved management I am glad to record a corresponding improvement in the discipline, which is excellent. The students exhibit habits of studious, intelligent application, as well as of cheerful obedience to the authorities of the college. The number of students will shortly amount to eighteen, and many applications for admission are expected. The Principal takes the departments of English language, Scripture, history, and literature, &c. He also superintends the collective lessons given by the students in the practising school, and gives a series of lectures on school management. The Vice-Principal has charge of the mathematical, arithmetical, and geography departments. Alternately with the Principal, Mr. Moss gives lessons to boys before the students. Mr. Robertson has charge of the mechanics and natural philosophy departments. Music is taught on Hullah's system; drawing on the plan recommended by the Department of Science and Art. Great importance is very properly attached to the work of the school. On Fridays two lessons are given in presence of all the students and the officers of the institution. The first is a prepared lesson; the second is on any subject selected for the teacher at the moment. The students are required to take notes as an exercise in the composition of "notes of lessons." Two or three of the students are requested to note down specially anything worthy of remark, under the following heads:—

- | | |
|----------------------------------|--------------------------------|
| 1. Language of teacher. | 3. Method of the lesson. |
| 2. Skill in management of class. | 4. Illustration and questions. |

Educational
machinery
of institu-
tion.

The special notes thus taken by the students are read before the whole body, who discuss the lesson along with the officers of the institution. This plan, I believe, originated with Rev. F. Temple, and it seems to create a lively interest in the teaching. A good library is in the course of formation for the use of the students. The Committee of the National Society have presented specimens of their most useful works. A depositary of school books and materials at the institution has been established through the liberality of the educational committee of the Scottish Episcopal Church Society, a body of gentlemen always ready to support the cause of the instruction of the poor, and to whose courtesy and consideration I owe much

both personally and officially. I trust, my Lords, that I shall not be chargeable with any official irregularity in expressing a hope that your Lordships may be pleased to make a grant to the institution of a copy of the several works on the list now available to the schools of the country subject to Government inspection. I beg leave strongly to recommend such a grant, and on the whole I feel justified in presenting the institution to your Lordships as a highly efficient establishment for the religious, moral, and professional training of teachers, and as fully deserving all the public support which existing regulations enable it to claim.

In drawing this report to a conclusion, I have to beg to be permitted, as on former occasions, to express my best thanks to the Right Rev. the Bishops, the Rev. the Clergy, and the laity of the Episcopal Church of Scotland, from whom I have received so much sympathy and kindness, so much valuable aid and judicious counsel. I am bound to add that I owe a debt of gratitude to the clergy, which I feel most sensibly. I have received at all times and in all shapes the most frank, generous, and hearty assistance and co-operation from them all, and to express all I owe to them would be a useless attempt.

I have the honor to be, &c.

T. WILKINSON.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1856-7, ON SCHOOLS INSPECTED BY REV. T. WILKINSON.

SUMMARY a.

Attendance, &c.

Schools visited on account of	No. of Schools, i.e., institutions held in separate buildings, and sepa- rately ma- naged.	Number of Schools actually inspected between 1 Sept. 1856 and 31 Aug. 1857.				Number of Children					Number of Certificated Teachers.	Number of Pupil-Teachers.
		Number of School-rooms in which separate Teachers are employed.				Present at Examination.		In Average Attendance.		For whom accommo- dation is provided, at 8 square feet of superficial area per Child.		
		Boys.	Girls.	Infants.	Mixed.	Male.	Female.	Male.	Female.			
Annual Grants .	71	13	30	6	49	3,688	4,677	3,180	3,648	8,716	62	127
Simple Inspection	24	-	6	-	18	440	612	381	504	1,872	-	-

Per-centage of Children on *School Registers*

Schools visited on account of	(1.)—Aged										
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.
Annual Grants .	4'63	8'09	12'62	12'9	13'72	11'3	9'65	8'77	6'86	5'37	2'97
Simple Inspection	8'61	8'28	12'69	11'1	10'22	11'01	10'31	8'72	8'46	4'5	4'67

(2.)—Who have been in School

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual Grants .	43'65	24'18	16'52	9'42	4'2	2'08
Simple Inspection	41'63	22'62	19'24	9'28	4'36	2'6

SUMMARY b.

Character of Instruction.

(This Summary is confined to Boys' and Girls' Schools, and does not include Infants.)

Number of Schools, out of 106 inspected, in which

Subjects of Instruction.	Are Subjects of a Report.		Are reported to be taught			
			Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
	Schools visited on account of					
	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.	Annual Grants.	Simple Inspection.
Holy Scriptures . . .	81	24	75	20	6	4
Catechism	79	23	73	20	6	5
Reading	80	24	65	17	15	7
Writing	80	24	73	20	7	4
Arithmetic	80	23	76	20	4	3
Geography	79	23	77	20	1	3
Grammar	76	19	66	16	9	3
History	24	3	23	2	1	1
Music from Notes . .	17	2	12	1	5	1
Drawing	4	—	4	—	—	—

SUMMARY c.

School Appliances, Discipline, &c.

Number of Schools in which

Schools visited on account of	Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Annual Grants .	82	1	1	81	1	2	82	1	1	79	—	—	80	2	2	81	1	2	80	—	2
Simple Inspection	20	3	1	21	2	1	21	2	1	22	1	—	22	2	—	24	—	—	12	—	—

SUMMARY d.

Income and Expenditure.

Schools visited on account of	Aggregate Annual Income, as stated by Managers, of 61 (Annual Grants) + 18 (Simple Inspection) 79 ^a of Schools enumerated in Summary a.					Average Income per Scholar in Attendance.†
	From Endowment.	From Voluntary Contributions.	From School Fees.	From other Sources.	TOTAL.	
Annual Grants .	£ s. d. 88 1 2	£ s. d. 1,848 13 9	£ s. d. 1,336 1 10	£ s. d. 830 5 11	£ s. d. 4,188 2 8	£ s. d. 0 13 7½
Simple Inspection	133 16 0	129 17 6	147 8 11	183 0 0	394 2 5	0 15 8

Schools visited on account of	Aggregate Annual Expenditure, as stated by Managers, of 61 (Annual Grants) + 18 (Simple Inspection) = 79 ^a of Schools enumerated in Summary a.				Average Expenditure per Scholar in Attendance.†	Number of Children in Average Attendance in Schools to which Summary d. relates.
	Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
Annual Grants .	£ s. d. 3,378 4 5	£ s. d. 241 13 8	£ s. d. 923 18 11	£ s. d. 4,543 16 0	£ s. d. 0 14 11½	6,074
Simple Inspection	557 9 0	38 7 6	101 0 2	696 16 8	0 18 4½	738

SUMMARY e.

Salaries of Teachers.

—	Schools visited on account of	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
		Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income) .	Annual Grants .	£ s. d. 75 16 8	£ s. d. 44 16 2	£ s. d. 30 16 6	£ s. d. 33 19 0	£ s. d. 50 10 0	£ s. d. 33 0 0
	Simple Inspection	—	30 16 0	—	19 11 11	—	—
Number on which average is taken .	Annual Grants .	35	9	24	7	2	2
	Simple Inspection	—	9	—	9	—	—
Number provided with house or rent-free .	Annual Grants .	16	4	7	3	—	—
	Simple Inspection	—	5	—	8	—	—

SUMMARY f.

School Fees.

Schools visited on account of	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal proportion of those Children paying per Week				
			One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
Annual Grants .	48	5,006	55'45	28'43	13'8	2'1	1'23
Simple Inspection	16	690	45'65	35'8	14'5	2'9	1'15

^a The number of schools inspected during the year was 95; but from 16 of those no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

APPENDIX B.

TIME-TABLE of Episcopal Training College, at Minto House, Edinburgh.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6.45 to 7.45	S. Mark	Church History.	Bible History	Church History.	S. Mark	Bible History.
7.45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast.
8.30	Prayers	Prayers	Prayers	Prayers	Prayers	Prayers.
9 to 10	Euclid	Algebra	Euclid	Algebra	Euclid.	—
10 to 11	Arithmetic	Geography	Arithmetic	Geography	Arithmetic.	—
11 to 12	Map Drawing.	Mechanics	Algebra	Map Drawing	Geography.	—
12.30	Dinner	Dinner	Dinner	Dinner	Dinner.	Dinner.
3 to 4	English History.	Grammar.	English History.	Paraphrasing Blackstone.	English History.	—
4 to 5	Reading Blackstone.	Liturgy	Method	English Grammar.	Reading History.	—
5 to 6	Music	Drawing	Music	Drawing	Music.	—
6.30	Tea	Tea	Tea	Tea	Tea	Tea.
9.30	Prayers	Prayers	Prayers	Prayers	Prayers	Prayers.

Holiday on *Saints' days*, and return to tea at 7 o'clock.

On *Sundays*, repetition of Scripture proofs of the Church Catechism, from 9½ to 10½ A.M., and reading Scripture from 7½ till 9½ in the evening.

APPENDIX C.

TEXT BOOKS used at Episcopal Training College, Minto House, Edinburgh.

Subject.	Text Books.
Scripture - -	Reference Bible.
Church History - -	Robertson's History of the Christian Church. Palmer's History of the Church.
Liturgy and Catechism -	Procter on the Book of Common Prayer. Dean Ramsay's Catechism. Scripture Proofs of the Church Catechism, S.P.C.K. (No. 4.)
Arithmetic - -	Barnard Smith's, De Morgan's, Colenso's, Tate's, Hind's
Euclid - -	Potts', Tate's Geometry.
Algebra - -	Wood's, by Lund; Colenso's, Parts I and II; Lacroix's.
Trigonometry and Mechanics.	Colenso's Plane Trigonometry, Part I. Goodwin's Mechanics, Part I. Tate's Exercises on Mechanics.
School Management -	School Economy, by J. Symons. Normal School Manual.
English Grammar -	Morell's Grammar. Morell's Analysis of Sentences.
Geography - -	Elements of Geography (Darton). Manual of Geography (W. Hughes). Black's Atlas. School Atlas of Physical Geography (National Society).
History of England -	English History, S.P.C.K. Poole's History of England.
Vocal Music - -	Hullah's Manual. Hullah's Chants. Tilleard's School Music.

REPORTS ON NORMAL COLLEGES.

REPORT on the CHURCH OF ENGLAND TRAINING COLLEGES for SCHOOLMASTERS, by the Rev. F. TEMPLE, M.A., late Her Majesty's Inspector of Schools ;—for the Year 1857.

MY LORDS,

THE inspection of the male training colleges in connexion with the Church of England, occupied me from April to November. The following is a summary of the results :—

The total number of students found to be in residence was 765. Of these 13 were in the third year, 227 in the second year, 440 in the first year. There were also 85 probationers admitted under the Minute of 2 June 1856, with the intention of competing for Queen's scholarships at Christmas ; and this number was, of course, increased by many additional admissions under the same Minute between the dates of my visits and the time of examination.

The number presented as candidates for certificates at Christmas was 642 ; of these, 11 were in the third year, 212 in the second, and 419 in the third. The failures out of this number were, 1 in the third year, 20 in the second, and 33 in the first ; of the first-year candidates, moreover, 56 were placed in the schedule.

The officers employed as lecturers were 95 in number. The total income was 37,490*l.*, of which 13,815*l.* was paid by the subscribers, 20,614*l.* was derived from grants made by your Lordships, and 3,041*l.* was paid by the students themselves or their friends.

It is impossible on looking at these results not to observe the fact that the number of students who remain for a third year is on the decrease. But the mere numbers are not enough to show what is still more important, that the class of students who so remain is not that for which the third-year course was intended. In drawing up the programme of studies, Canon Moseley expressed his opinion, that as a general rule, it was not advisable that students should remain more than two years. But he thought that there might often be cases in which it might be expedient to permit students of

more than usual intellectual powers to devote a third year to study, and so fit themselves for more than usual excellence in the work of education afterwards. The practical result, however, has by no means been what he intended. The students who remain to a third year are, in too many instances, those who, though qualified by attainments to pass your Lordships' examinations, yet are not in the opinion of the Principal fit to be sent out as schoolmasters. They are not the most vigorous, but the feeblest among the students. And though they unquestionably gain by another year's study, their colleges suffer by their presence, for it is a serious evil in such institutions that seniority should give the highest rank to the weakest intellects. In order to obtain the end proposed by Mr. Moseley, it would be necessary to grant scholarships for a third year to a select few of the students chosen by their examination. In this way I think that a very valuable class of schoolmasters would be obtained, who now, as it appears to me, are not made as useful as they might be for want of a training proportional to their powers.

In reporting on the training colleges last year, I spoke of their financial condition as suffering from causes which did not appear likely to last. The inspection which has taken place since has confirmed this opinion. The prospects of almost all these institutions have improved, partly from the operation of the Minute of 2 June 1856, partly from the steadily increasing number of pupil-teachers who are eligible for Queen's scholarships. Last year one or two of the training colleges seemed in imminent danger of extinction for want of a sufficient number of students to justify the expenditure on their training. This danger seems now to have completely passed away, and I have consequently felt myself at liberty to press on the managing committees of two of them the expediency of improving their buildings; one of these is the Worcester Diocesan Training College at Saltley, near Birmingham. This was originally intended to comprise a middle school, following the example set at Chester and York. For this purpose the plan of the buildings covered much more ground than was then intended for the students only; but the terms on which the education grant is voted by Parliament precludes your Lordships from contributing to the erection or support of a middle school, and the subscribers considered it best to finish first that part of their design for which they could obtain aid from the public revenue, leaving the rest to be completed at a more convenient time. The college accordingly consists of a large quadrangle, of which the front and the back are occupied, while the two sides are no more than shells, originally intended for dormitories and other rooms for

this projected middle school, but never completed. It is obvious that there are many disadvantages in carrying on the work of a training college in such buildings. The unfinished parts besides being very unsightly, are reservoirs of damp, dirt, and untidiness, and entirely break up the unity of the college. The intention of forming a middle school has meanwhile been completely abandoned, and, since the buildings at present used by the students are too small for the number and are otherwise inconvenient, it is obviously advisable to give up the whole college to the purposes of a training school, and to take the opportunity of making it as efficient for those purposes as possible. A better dining-hall and better lecture-rooms, better practising and model school-rooms, are very much wanted; and the drainage and the arrangement of the offices are susceptible of great improvement. And if space be found for rather more students than it was originally intended to have, it is not to be regretted, since with all its disadvantages this training school ranks high on the scale of efficiency. The other training college, in the case of which I have taken the opportunity of urging on the managers the expediency of improving the buildings, is that of Caermarthen. Here the lecture-rooms are small and ill ventilated, the masters' rooms not in a healthy position, the drainage bad, the offices and back premises inconvenient. These defects were pointed out by my predecessor, Canon Moseley, but the number of applicants for admission to the college did not at that time appear to justify more than a strong recommendation; nor till this year have I done more than repeat Mr. Moseley's representations. Now, however, the college is filling, and I was informed that one student had been already refused for want of room. There is, therefore, no longer any reason for delay, and I trust that steps will be taken forthwith to make this training school what it ought to be.

I have found everywhere increased attention paid to the professional part of the instruction. It is acknowledged on all hands that the business of the training colleges is not to make the students scholars or mathematicians, but schoolmasters. It is undeniably the first requisite for this purpose that they should themselves acquire some solid knowledge, and still more that they should learn by actual experience what is meant by labour of the brain. But though this is the first requisite, it is not all. And much can and ought to be done in the training college to give the future schoolmaster an insight into the practical working of an elementary school. It is true that he will gain this insight for himself within a dozen years after he has entered upon the practice of his profession; but in that case he gains it through failures and mistakes, by

which the cause of education is greatly discredited in public estimation, and by which the unhappy children put under his charge very seriously suffer. From some of these failures and mistakes he may and ought to be saved by the instruction given at the training college.

I took occasion last year to point out how this professional instruction depended for its efficiency on the right organization of the model and practising schools, and on the right adjustment of the relations between these schools and the training college. Several of the colleges have taken up the subject with an energy which promises the best results. At Battersea a new set of schools in a very convenient situation is already planned. At St. Mark's a large room for the use of the normal lecturer is to be added to the college buildings. At Durham a model school is being erected; at Winchester a convenient room is to be added to the practising school; a similar room has already been added at Caermarthen. At Exeter, where at my first visit I found no school at all that could fairly be ranked as a practising school, such a one has now been secured; it is not very well adapted for the purpose, and can only be recognized as a temporary and very inferior substitute for what is needed, but it is a step in the right direction. These improvements will be very far from accomplishing all that is required, but taken as a whole they are quite as much as could safely be done within a single year. In institutions such as the training colleges, all healthy improvements must be a work of time. They must not be additions fastened on outside by a superior authority. They must be the fruit of internal growth. It is still necessary energetically to direct the attention of the managers to the weak side in their system; but any pressure would do far more harm than good if it had the effect of injuring the work that is at present sound—the systematic and severe study.

The prevailing defect in the students considered as teachers is a want of simplicity, variety, and flexibility of language. Other faults are to be found in the students of particular training schools, but this is almost universal. When this deficiency in the power of expression arises, as it sometimes does, from an ignorance of the subject which the teacher has chosen for his lesson, it can only be said that he has shown want of judgment in selecting what he shall teach. But even when the teacher thoroughly knows his subject, nothing is more common than a failure in teaching it from want of suitable language. Sometimes the teacher is so completely under the dominion of technical terms, that if, as often happens, the children are not ready to understand them, he is completely at a loss to substitute less exact but more familiar

words. Still more often he cannot supply any expressions but those which he found in the book from which he obtained his knowledge of his subject, or those which were used by the college lecturer. Most often he does not discover that the apparent want of interest and apprehension on the part of the children is due to the fact that his language is not understood. But even when he perceives the fault, his attempts to explain too frequently remind the listener of Miss Edgeworth's well-known definition of the word "famous," and serve only to betray the poverty of his resources.

This defect in the power of expression must, to some extent, be charged to the previous education of the students. The pupil-teachers give very little time to reading, and very little to composition. I have myself been so much impressed with the need of giving them a definite course of English reading, that in the elementary schools which it was my duty to visit I endeavoured to introduce something of the kind (with the consent in each case of the managers), by giving them notice at each examination that their grammatical exercises at the next occasion would be entirely taken out of a particular poem. In this way they were induced to read Goldsmith's "Traveller" one year, and the "Deserted Village" the next. Had I retained my office it was my intention to have given them a book of Cowper's "Task" for the year following. In this way, without any addition to the work required of them, they might be encouraged to make themselves very familiar with a few standard English poems. And I know no better foundation for that cultivated study of English which ought to follow in the training schools than such a familiarity. I cannot, however, say what would have been the result, for a two years' trial does not give sufficient data for a judgment. But I feel tolerably confident that anything which would induce the pupil-teachers to read English and to learn considerable pieces by heart would greatly tend to assist the training schools in preparing them for their profession.

More might be done in the training colleges themselves, if the students had access to good English libraries, and had much more practice than at present in writing essays and paraphrases, and similar English compositions. There is not one training college with a library such as could give the students an idea of what English literature really is. The books put within their reach are for the most part text-books, manuals, and other such treatises of a purely professional character, not calculated to cultivate their knowledge of their own language. Besides such works as these the training school libraries contain little but presents given by friends,

who bestow only what they have found useless to themselves. Your Lordships' grants for the purchase of books are limited by the official catalogue, which is an excellent list for the use of elementary schools but does not contain what is needed for maturer minds. I think it would be well if training colleges were put on the same footing in regard to book grants that they hold in regard to apparatus grants. For the purchase of apparatus they are now allowed to make out a list at their own discretion, subject only to your Lordships' final approval on the report of the Inspector. The same safeguard would, I think, be enough for preventing any improper selection of books. And I believe that no money would be better spent at any training college than a couple of hundred pounds for the establishment of a good library, and a small periodical sum for maintaining it.

Familiarity with books from constant access to a good library leads to more reading than any one would expect who had not seen it tried. It is true that the time of the students is much occupied, and no large addition to their regular studies is perhaps desirable, or even possible. But much time is also wasted which might be turned to good account without any strain of either will or intellect, if the opportunity were given.

Writing English might, however, be permitted to displace some of the present work, not only without loss but even with a positive gain both in the Christmas examinations and in the ultimate professional success of the students. A weekly essay and a more frequent practice of paraphrasing would not anywhere much disturb the present routine. The students are already in the habit of writing paraphrases, though I do not think that I have anywhere found much appreciation, either on their part or on that of their teachers, of the real purpose of such exercises. The purpose is partly to cultivate variety of expression and partly, and chiefly, to teach a nice appreciation of the exact meaning and force of well chosen words. To produce this latter effect students should have their paraphrases very carefully compared with the original. The lecturer should point out why the author's expressions were preferred to those which might be substituted for them, should make the students feel the peculiar appropriateness or beauty of the words, the rhythm of the sentences, the balance of the periods. Such an exercise as this is of real value. But paraphrasing too often appears to me to retain its place in the lectures simply because it has a place in the Christmas examinations.

The instruction of the students in school management as distinct from class teaching must, of course, be dependent on the improvement of the model and practising schools. How

far this improvement can be carried, and how far thorough instruction in this subject is possible, even when the model and practising schools have been improved to the utmost, we have as yet no data for deciding. It is quite certain that by steady perseverance in this direction much more may be done than is done now. I do not know that I can add anything on this point to what was contained in my report of last year. But another year has still more forcibly impressed me with the expediency of opening the lecturerships now granted to lecturers in training colleges so as to include normal masters. At present the normal master is supposed to belong, in some way, to a lower grade than that occupied by the other college officers. Their subjects are worth an extra 100*l.* a year from the Government,—his is not. The result is that the students are impressed with a notion, of which nothing can disabuse them, that, however strong may be the opinion expressed by the Inspector on the importance of this part of their work, that opinion is not supported by your Lordships. But a still worse result is that the best men do not seek the office, but aim rather at being lecturers in mathematics or geography; and the few amongst the normal masters who rise above the ordinary level have no inducement thoroughly to study their subject. In fact in this, as in all other similar cases, the subject that remains unrewarded while all others are rewarded is sure to be neglected. And this is at present the case with the subject of school management.

I think more may be done in the training colleges to teach school management than is done at present. But I must add my conviction that when this part of the work is improved to the uttermost it will only become still more manifest that the training colleges cannot do everything. To make a finished schoolmaster, more undivided attention and a greater sense of personal responsibility is required than is possible to a student in a training college. And I am confirmed in my opinion expressed last year that the difficulty at present found in supplying school managers with masters who will not commence their work with a series of blunders will not be removed until it shall be the normal practice for students to go first as assistants before acting as head-masters. When I said this, I anticipated that many years must elapse before such a practice could become common, but I now think, from various symptoms, that the time is nearer than I believed; the supply of masters is beginning to overtake the demand; the principals are beginning to consider the possibility of the students begging that places may be found for them, instead of (as hitherto) managers applying for masters. And it will be easy, if due encouragement is given, gradually to accustom the students to

look to second rather than to head-masterships as the natural termination of their training. Nor do I think that the students will be very unwilling. They are by no means insensible to the advantages of thoroughly knowing their business before finally relying on their own powers for professional success. In several instances the principals have assured me that some of their best pupils would gladly have taken subordinate positions for a couple of years under well-known and successful masters.

The easiest means to give immediate encouragement to this mode of employing students fresh from the training colleges would be to open to them the assistant-masterships now given to pupil-teachers who have completed their apprenticeship. Such assistant-masters receive from your Lordships 25*l.* a year, without any reference to the salary, if any, which the managers may give. I have no doubt that managers would give more to secure trained assistants than they do now to retain old pupil-teachers, and in all the large schools the capitation grant would enable them to do so with ease. The trained teachers would unquestionably be far better than the present assistants, who are too often pupil-teachers who do not feel themselves competent to enter the Queen's scholarship examination; and thus the 25*l.* would be better spent, and the students would receive a most valuable addition to their training. Every training college would in this way have not one only, but many practising schools. For, in the majority of cases, a student would be recommended by the authorities of the training college as assistant to some former student of tried excellence. The communication between the student thus going out and the training college would still be kept up. He would not feel that he was out of sight, and left to depend entirely on himself. He would not find the methods, the subjects, the characteristic features of the teaching quite alien to all that he had hitherto learnt. He would pass by a natural gradation from the position of a learner to that of a teacher with no such breach of continuity as to destroy the value of much previous work.

And the head-masters too would probably be glad to keep up a high character in their former training college by doing their duty well to their younger colleagues. They would be glad to get the credit of success in training subordinates as well as that of success in managing their schools.

It is not possible to say beforehand whether the assistant-masterships as now paid would be a sufficient inducement to young students. I think they would. At any rate there is no objection in principle to this change, and it might be tried at once. To offer more than this involves an addition to the

present scale of grants which I am not at present prepared to advocate.

Besides the advantage to the students from this mode of employing them there would probably arise a great collateral advantage to the whole progress of education. For I believe that a good supply of assistant-masters would do more than anything else for the establishment of evening schools, and the evening schools are the best form at present attainable of that half-time system which so many are demanding. Parents cannot leave their children at school so long as would be good for them, because they wish them to enter upon the apprenticeship of life, that is, upon some form of labour. The rival claims of school and apprenticeship are thus perpetually in conflict, and a perpetual effort is made to fuse them into one. No one, indeed, proposes, and no one will propose, to bring school into apprenticeship, and ask the employer, not merely to teach the lad his business, which he does by merely overlooking his work, but, also to teach him arithmetic, or the like; this is obviously out of the question. But there is a constant demand upon those entrusted with education to bring apprenticeship into school, and to teach boys how to get their bread. What does this mean? Does it mean that the school is to teach boys special kinds of labour, or the general principles of all labour? If the latter, the parents would not be satisfied; for no lad, furnished only with general principles, could go forth into the world and get a living. In fact, the general principles of all labour is only another phrase for physical science; and we have but to give it the latter name to recognize how very far such teaching would be from meeting the demand of the parents. If, however, special kinds of labour be meant, we are obliged to ask, what? It is possible to name special kinds of labour suitable for the instruction of girls. For the sphere of female labour is the household, and the three forms of domestic work,—sewing, cooking, and cleaning—will, therefore, be certainly useful to every girl that passes through a National school. But it is quite impossible to find any three, or even any one, such employment for boys. And if the school makes a selection the result is that many more learn a trade than can possibly be employed in it afterwards. Nor is this all: it is quite impossible that, as a rule, the trade or handicraft should be taught well. I say, as a rule, for of course by some happy accident a school may secure a very good teacher of a particular handicraft. But, in general, the school-master cannot undertake to give such instruction, and as a thoroughly competent tradesman would be very expensive, it is put into the hands of some one who cannot get his own bread by it, but who is supposed competent to teach others.

In the country, indeed, schoolmasters may undertake to teach gardening, and teach it fairly; but not better than I think actual employment could do, and without the possibility of so using the boys' labour as to make profit to pay them for it. The best solution at present attainable appears to be that combination of school with apprenticeship which is given by the evening schools. The more boys can be induced to go on with their education after their regular labour has commenced, the more likely is what they learn to seize upon their minds and influence their future life, the more likely are they to continue that cultivation which at present is broken off by the abrupt change from school to labour, and too often never resumed. To make the evening schools such as they should be for the purpose of continuing the education of boys who have passed through the National schools it is necessary to get good masters. Where an evening school is under the same management as the National school, the master of the latter may, if he has a proper assistant, take charge of the former also. But for this purpose a retained pupil-teacher is not enough. A trained assistant is wanted if the work is to be well done.

In ordinary cases an assistant is allowed in a National school as a substitute for two pupil-teachers. But when the master thus takes charge of an evening school, the assistant displaces only one pupil-teacher. I think the evening school of so much importance, that it would be well to allow the assistant without on his account diminishing the number of pupil-teachers at all; for there is full work for him. The head-master will take the National school in the morning, with his full staff of pupil-teachers, and the assistant will not be employed. In the afternoon the assistant will take the school, with all the pupil-teachers again. The pupil-teachers cannot, of course, be employed in the evening after so full an allowance of work. The two masters must, therefore, take the evening school themselves, and will find it quite enough for them. It will, perhaps, be long before evening schools can be made very efficient in the purely rural districts. Agricultural labour lasts so many hours and is so very fatiguing, that it is almost hopeless at present to attempt to carry on instruction in combination with it. By degrees, perhaps, arrangements may be made, as I know in some instances they have been made, for lessening the hours of labour required from children. But at present not much can be done. That, however, is no reason why schools of this sort should not be vigorously supported in the towns, where they are wanted very much, and can be easily got together and maintained.

Although I do not think that it would be advisable at present to attempt any other general combination of school

with labour than is supplied by the establishment of evening schools, I think it highly desirable to encourage the training colleges in their attempts to give some industrial training to their students. For every kind of reason, it is an advantage to a schoolmaster that he should not be totally helpless in handling any tools besides those of his profession. He is unquestionably better fitted for many a contingency, if he has some skill in gardening, carpentering, bookbinding, and printing. Several most praiseworthy attempts are made to teach gardening, which of all these is perhaps the most useful. At Winchester the instruction in gardening is particularly good, and includes a most useful branch of the art, the pruning of fruit trees. At Saltley, also, much is done, and well done, in this way; and St. Mark's and Exeter are making good beginnings. If a small grant were allotted to the purpose of encouraging these pursuits it would, I think, be well bestowed. A paper in horticulture and agriculture is of little use as it cannot count for much in an examination, and does not prove much in regard to the practical knowledge of the examined. But a grant of 1*l.* to every student who should show at the Inspector's visit a plot of garden ground in thorough order, and accounts for the preceding year properly kept, would induce the students to take pride and pleasure in what is now too often felt by them as a burden.

I have the honor to be, &c.

F. TEMPLE.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

TABULATED RESULTS OF EXAMINATIONS HELD AT CHRISTMAS 1857.

BATTERSEA (NATIONAL SOCIETY'S) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 56 Candidates.
55 Certificates.Second Year { 48 Candidates.
46 Certificates.Third Year { 2 Candidates.
2 Certificates.

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.	
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.
Religious knowledge - - -	1	2	-	22	27	-	8	14	2	-	5	-	-	-	-	-	-	-	-	-
Liturgy and Church history -	-	7	-	15	21	-	34	16	-	7	4	-	-	-	-	-	-	-	-	-
Christian evidences (Students of 3rd year only)	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grammar and English literature - - -	6	-	-	25	18	-	25	27	-	5	3	-	-	-	-	-	-	-	-	-
History - - -	-	-	-	26	18	-	25	25	-	5	5	-	-	-	-	-	-	-	-	-
Geography and popular astronomy - - -	2	2	-	29	21	-	22	24	-	2	1	-	-	-	-	-	-	-	-	-
Arithmetic - - -	9	-	-	13	3	-	21	25	-	8	16	-	-	4	-	-	-	-	-	-
Euclid (Students of 1st year only)	3	-	-	30	-	-	13	-	-	3	-	-	2	-	-	-	-	-	-	-
Algebra (Students of 1st year only)	7	-	-	17	-	-	22	-	-	10	-	-	-	-	-	-	-	-	-	-
Industrial mechanics (Students of 1st year only)	-	-	-	5	-	-	22	-	-	17	-	-	7	-	-	3	-	-	-	-
Physical science (Students of 2nd year only)	-	-	-	-	10	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only)	-	4	-	-	18	-	11	-	-	3	-	-	-	-	-	-	-	-	-	-
Higher mathematics : - - -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Applied (Students of 3rd year only)	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Pure (Students of 3rd year only)	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-
Book Work (Students of 3rd year only)	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Vocal Music - - -	13	4	1	25	14	-	17	25	2	5	1	-	-	-	-	-	-	-	-	-
Welsh - - -	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
Drawing - - -	-	-	-	10	5	-	23	13	-	19	23	2	4	7	-	-	-	-	-	-
School management - - -	-	-	-	8	8	1	45	37	1	2	2	-	1	-	-	-	-	-	-	-
Reading - - -	1	-	-	8	26	-	22	15	2	25	7	-	-	-	-	-	-	-	-	-
Spelling - - -	-	-	-	49	43	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-
Pennmanship (Students of 1st and 2nd years only)	-	-	-	13	7	-	21	33	-	22	8	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd and 3rd years only)	-	3	-	-	17	1	-	23	1	-	5	-	-	-	-	-	-	-	-	-

CAMMARTHEN (NATIONAL SOCIETY'S) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 24 Candidates.
8 Certificates.Second Year { 11 Candidates.
9 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge - - -	-	-	-	-	4	3	12	6	6	2	2	-	-	-
Liturgy and Church history -	-	-	-	-	2	1	13	3	9	1	-	-	-	-
Grammar and English literature	-	-	-	-	-	6	11	7	12	1	-	-	-	-
History - - -	-	-	-	-	-	1	9	7	2	6	1	1	-	-
Geography - - -	-	-	-	-	-	2	13	8	7	1	4	-	-	-
Arithmetic - - -	-	-	-	-	3	6	3	5	13	-	4	-	-	-
Euclid (Students of 1st year only)	-	-	1	-	4	-	11	-	5	-	2	-	-	-
Algebra (Students of 1st year only)	-	-	-	-	-	-	6	-	7	-	3	-	-	-
Industrial mechanics (Students of 1st year only)	-	-	-	-	-	-	1	-	1	-	10	-	-	-
Higher mathematics (Students of 2nd year only)	-	-	-	-	1	-	6	-	4	-	-	-	-	-
Vocal music - - -	-	-	-	-	-	-	4	7	9	2	6	-	-	-
Drawing - - -	-	-	-	-	1	3	2	10	3	11	4	-	-	-
School management - - -	-	-	-	-	-	1	13	8	5	1	6	1	-	-
Welsh - - -	-	-	-	-	-	-	2	-	3	-	2	-	-	-
Latin - - -	-	-	-	-	-	-	2	-	3	-	-	-	-	-
Reading - - -	-	-	-	-	8	2	13	5	2	3	1	-	-	-
Spelling - - -	-	-	-	-	7	11	12	-	5	2	-	-	-	-
Pennmanship - - -	-	-	-	-	5	-	11	7	7	2	1	2	-	-
Inspector's report (Students of 2nd year only)	-	-	-	-	4	-	4	-	-	2	-	-	-	-

CARNARVON (DIOCESEAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 15 Candidates.
5 Certificates.

Second Year { 7 Candidates.
6 Certificates.

Third Year { 1 Candidate.
0 Certificate.

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
General knowledge	-	-	-	2	2	-	10	4	-	2	2	1	-	-	-	-	-	-	-	-	-
Church history	-	-	-	-	2	-	6	3	-	3	2	-	1	-	-	-	-	-	-	-	-
Scriptural evidences (Students of 1st year only)	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
Classical and English literature	-	-	-	-	3	-	4	4	-	11	-	-	-	-	-	-	-	-	-	-	-
Classical and popular	-	-	-	-	4	-	5	2	-	8	-	-	2	-	-	-	-	-	-	1	-
Students of 1st year	-	-	-	3	2	-	4	7	-	9	-	-	1	1	-	1	-	-	-	-	-
Students of 1st year	-	-	-	5	-	-	6	-	-	2	-	-	1	-	-	1	-	-	-	-	-
Practical mechanics (Students of 1st year only)	-	-	-	1	-	-	5	-	-	6	-	-	3	-	-	-	-	-	-	-	-
Practical mathematics (Students of 2nd year only)	-	-	-	-	2	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-
Practical science:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Practical chemistry (Students of 1st year only)	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Practical chemistry (Students of 1st year only)	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Practical philosophy (Students of 1st year only)	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Practical philosophy (Students of 1st year only)	-	-	-	-	1	-	2	4	1	2	2	-	1	-	-	-	-	-	10	-	-
Practical management:	-	-	-	1	1	-	5	3	-	6	3	-	1	1	-	1	-	-	-	-	-
Practical management:	-	-	-	1	1	-	5	6	-	7	1	1	3	-	-	-	-	-	-	-	-
Practical management:	-	-	-	1	1	-	4	3	-	8	-	-	-	-	-	-	-	-	-	-	-
Practical management:	-	-	-	1	6	-	11	1	-	7	3	-	3	-	-	-	-	-	-	-	-
Practical management (Students of 1st and 2nd years only)	-	-	-	-	1	3	-	3	3	-	6	1	-	-	-	-	-	-	-	-	-
Practical management (Students of 1st and 2nd years only)	-	-	-	-	2	-	-	1	1	-	2	-	-	-	-	-	-	-	-	-	-

CHELTENHAM TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 50 Candidates.
40 Certificates.

Second Year { 38 Candidates.
32 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
General knowledge	-	-	4	24	13	25	16	1	2	-	-	-	-	-
Church history	-	-	-	4	7	6	24	18	19	4	-	-	-	-
Classical and English literature	-	-	-	7	7	31	18	12	7	-	-	-	-	-
Classical and popular	-	-	1	17	14	30	16	11	1	2	-	-	-	-
Students of 1st year only	-	-	-	29	4	19	24	2	4	-	-	-	-	-
Students of 1st year only	-	-	20	22	13	6	17	2	-	2	-	-	-	-
Students of 1st year only	-	-	5	21	-	16	-	7	-	1	-	-	-	-
Students of 1st year only	-	-	4	14	-	31	-	16	-	1	-	-	-	-
Students of 1st year only	-	-	-	4	-	17	-	17	-	7	-	-	-	-
Students of 1st year only	-	-	2	-	-	14	-	2	-	-	3	-	-	-
Students of 1st year only	-	-	-	-	5	-	5	-	1	-	-	-	-	-
Students of 1st year only	-	-	-	1	3	17	16	24	5	1	1	1	3	5
Students of 1st year only	-	-	2	3	1	20	10	20	11	7	9	-	-	-
Students of 1st year only	-	-	-	6	4	44	27	-	1	-	-	-	-	-
Students of 1st year only	-	-	-	33	13	17	15	-	3	-	-	-	-	-
Students of 1st year only	-	-	-	18	31	28	1	4	-	-	-	-	-	-
Students of 1st year only	-	-	-	14	1	25	21	11	10	-	-	-	-	-
Students of 1st year only	-	-	1	-	16	-	13	-	-	-	-	-	-	-

CHELSEA, ST. MARK'S (NATIONAL SOCIETY'S) TRAINING COLLEGE FOR SCHOOLMASTERS

First Year { 55 Candidates.
44 Certificates.Second Year { 37 Candidates.
32 Certificates.Third Year { 2 Candidates.
2 Certificates.

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			1 Attain.
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.
Religious knowledge - - -	-	-	-	20	19	1	31	16	1	2	2	-	2	-	-	-	-	-	-
Liturgy and Church history - -	-	2	-	8	14	-	34	19	-	12	2	-	1	-	-	-	-	-	-
Christian evidences (Students of 3rd year only) - - -	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-
Grammar and English Literature - - -	3	-	-	13	11	-	25	19	-	13	7	-	-	-	-	-	-	-	1
History - - -	-	-	-	7	17	-	38	11	-	13	6	-	6	2	-	-	1	-	1
Geography and popular astronomy - - -	1	-	-	13	5	-	30	24	-	10	7	-	-	1	-	1	-	-	-
Arithmetic - - -	-	-	-	14	15	-	22	15	-	13	7	-	6	-	-	-	-	-	-
Euclid (Students of 1st year only) - - -	2	-	-	23	-	-	16	-	-	10	-	-	3	-	-	-	-	-	-
Algebra (Students of 1st year only) - - -	2	-	-	12	-	-	8	-	-	7	-	-	-	-	-	-	-	-	-
Industrial mechanics (Students of 1st year only) - - -	-	-	-	4	-	-	12	-	-	11	-	-	10	-	-	14	-	-	-
English literature (Students of 2nd year only) - - -	-	1	-	2	-	-	2	-	-	1	-	-	-	-	-	-	-	-	-
Physical science (Students of 2nd year only) - - -	-	1	-	5	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only) - - -	-	1	-	3	-	-	3	-	-	2	-	-	1	-	-	-	-	-	-
Higher mathematics:-																			
Applied (Students of 3rd year only) - - -	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
Pure (Students of 3rd year only) - - -	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Bookwork (Students of 3rd year only) - - -	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Latin Prose (Students of 3rd year only) - - -	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
" Poetry (Students of 3rd years only) - - -	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
" Translation (Students of 3rd year only) - - -	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
" (Students of 1st & 2nd year only) - - -	-	-	-	2	-	-	12	2	-	9	3	-	1	-	-	1	2	-	-
Vocal music - - -	3	1	-	33	10	1	13	19	1	9	3	-	-	-	-	-	-	-	-
Drawing - - -	1	-	-	5	4	-	18	10	-	19	15	1	3	2	2	-	-	-	-
School management - - -	-	-	-	3	1	47	31	1	2	1	1	3	2	2	-	-	-	-	-
Reading - - -	-	-	-	23	18	2	23	9	-	6	9	-	3	-	-	-	-	-	-
Spelling - - -	-	-	-	36	37	-	16	-	-	3	-	-	-	-	-	-	-	-	-
Fenmanship (Students of 1st and 2nd years only) - - -	-	-	-	13	2	-	27	20	-	15	14	-	1	-	-	-	-	-	-
Inspector's report (Students of 1st and 2nd years only) - - -	-	-	-	9	1	-	18	1	-	9	-	-	-	-	-	-	-	-	-

CHESTER (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 22 Candidates.
22 Certificates.Second Year { 14 Candidates.
11 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Attain.
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.
Religious knowledge - - -	-	1	16	9	6	3	-	1	-	-	-	-	-
Liturgy and Church history - -	-	-	12	2	-	4	9	1	1	-	-	-	-
Grammar and English Literature - -	-	-	10	4	12	3	3	1	1	-	-	-	-
History - - -	-	-	8	1	11	3	3	6	-	-	-	-	-
Geography - - -	-	-	2	5	14	3	6	1	-	-	-	-	-
Arithmetic - - -	4	-	16	1	2	12	1	1	-	-	-	-	-
Euclid (Students of 1st year only) - -	4	-	14	-	7	-	-	-	-	-	-	-	-
Algebra (Students of 1st year only) - -	-	-	5	-	1	-	4	-	2	-	-	-	1
Industrial mechanics (Students of 1st year only) - -	-	-	5	-	12	-	3	-	-	-	-	-	-
Physical science (Students of 2nd year only) - -	-	2	-	6	-	-	-	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only) - -	-	-	-	3	-	2	-	1	-	-	-	-	-
Vocal music - - -	1	2	3	7	11	3	3	1	-	-	-	-	-
Drawing - - -	-	3	6	-	10	3	3	6	1	1	2	-	-
School management - - -	-	1	2	-	20	13	1	1	-	-	-	-	-
Reading - - -	-	-	1	14	3	6	9	9	-	1	-	-	-
Spelling - - -	-	-	18	14	4	3	-	-	-	-	-	-	-
Fenmanship - - -	-	-	11	4	9	2	2	2	-	-	-	-	-
Inspector's report (Students of 2nd year only) - -	-	-	-	-	-	-	-	-	-	-	-	-	-
Latin (Students of 1st and 2nd years only) - -	-	-	-	-	1	-	-	-	-	-	-	-	-

CHICHESTER (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 6 Candidates.
5 Certificates.

Second Year { 1 Candidate.
0 Certificate.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
General knowledge - - - - -	-	-	1	-	2	1	3	-	-	-	-	-	-	-
Scripture and Church history - - - - -	-	-	1	-	4	1	1	-	-	-	-	-	-	-
Scripture and English literature - - - - -	-	-	1	-	3	1	3	-	-	-	-	-	-	-
Geography - - - - -	-	-	1	-	3	1	2	-	-	-	-	-	-	-
History - - - - -	-	-	1	-	3	1	2	-	-	-	-	-	-	-
Science (Students of 1st year only) - - - - -	1	-	3	-	3	1	1	1	-	-	-	-	-	-
Practical mechanics (Students of 1st year only) - - - - -	1	-	-	-	1	-	3	-	-	-	1	-	-	-
Mathematics (Students of 2nd year only) - - - - -	-	-	1	-	3	-	1	1	-	-	-	-	-	-
Music - - - - -	-	-	1	-	3	-	1	1	-	-	-	-	-	-
Management - - - - -	-	-	-	-	4	1	2	-	-	-	-	-	-	-
Physical Education - - - - -	-	-	3	-	3	-	-	-	1	-	-	-	-	-
Character - - - - -	-	-	1	-	3	-	2	-	-	-	-	-	-	-
Director's report (Students of 2nd year only) - - - - -	-	-	-	-	-	-	-	-	1	-	-	-	-	-

CULHAM (OXFORD DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 27 Candidates.
13 Certificates.

Second Year { 5 Candidates.
5 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
General knowledge - - - - -	14	-	3	8	2	4	-	1	-	-	-	-	-	-
Scripture and Church history - - - - -	-	-	3	11	2	11	-	-	-	-	-	-	-	-
Scripture and English literature - - - - -	-	-	3	11	2	10	1	-	-	-	-	-	-	-
Geography - - - - -	-	-	3	13	4	10	-	1	-	-	-	-	-	-
History - - - - -	1	-	9	10	1	4	-	3	-	-	-	-	-	-
Science (Students of 1st year only) - - - - -	-	-	4	7	4	9	-	3	-	3	-	-	-	-
Practical mechanics (Students of 1st year only) - - - - -	-	-	7	9	-	5	-	3	-	3	-	-	-	-
Mathematics (Students of 2nd year only) - - - - -	-	-	3	8	-	6	-	-	-	2	-	-	-	-
Music - - - - -	1	-	3	4	-	7	-	13	-	3	-	-	-	-
Management - - - - -	6	2	7	10	-	8	-	-	-	-	-	1	-	-
Physical Education - - - - -	-	-	7	14	2	4	1	1	-	-	-	-	-	-
Character - - - - -	-	-	1	15	5	9	-	2	-	-	-	-	-	-
Director's report (Students of 2nd year only) - - - - -	-	-	9	18	4	1	1	1	-	-	1	-	-	-

DURHAM (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 26 Candidates.
23 Certificates.

Second Year { 10 Candidates.
10 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
General knowledge - - - - -	-	1	16	5	8	2	2	1	-	-	-	-	-	-
Scripture and Church history - - - - -	-	2	6	4	16	4	2	-	-	-	-	-	-	-
Scripture and English literature - - - - -	-	4	1	8	6	3	3	-	-	-	-	-	-	-
Geography - - - - -	-	3	-	14	6	7	3	1	-	-	-	-	-	-
History - - - - -	-	4	-	15	5	6	3	1	-	-	-	-	-	-
Science (Students of 1st year only) - - - - -	-	2	-	7	2	10	6	2	1	-	-	-	-	-
Practical mechanics (Students of 1st year only) - - - - -	-	2	-	14	-	4	-	5	-	-	1	-	-	-
Mathematics (Students of 2nd year only) - - - - -	-	1	-	1	-	6	-	2	-	5	-	-	-	-
Music - - - - -	-	-	-	3	-	1	2	-	-	-	-	-	-	-
Management - - - - -	-	-	5	1	7	7	7	1	1	-	-	6	1	-
Physical Education - - - - -	-	-	8	-	13	4	4	5	1	-	-	-	-	-
Character - - - - -	-	1	1	22	8	1	-	1	1	-	-	-	-	-
Director's report (Students of 2nd year only) - - - - -	-	-	5	-	3	-	7	-	1	-	-	-	-	-

EXETER (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year	{ 23 Candidates. 13 Certificates.			Second Year	{ 3 Candidates. 3 Certificates.			Third Year	{ 2 Candidates. 2 Certificates.											
	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.	
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.
Religious knowledge	-	-	-	6	3	2	14	1	-	3	-	-	-	-	-	-	-	-	-	-
Liturgy and Church history	-	-	-	-	1	-	16	-	-	7	1	-	-	-	-	-	-	-	-	-
Christian evidences (Students of 3rd year only)	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Grammar and English literature	-	-	-	3	3	-	19	-	-	1	-	-	-	-	-	-	-	-	-	-
History	-	-	-	1	2	-	8	1	-	8	-	-	5	-	-	1	-	-	-	-
Geography and popular astronomy	-	-	-	-	-	-	13	3	-	8	-	-	-	-	-	-	-	-	-	-
Arithmetic	-	-	-	1	2	-	8	1	-	7	-	-	4	-	-	1	-	-	-	-
Euclid (Stud. of 1st year only)	-	-	-	3	-	-	6	-	-	4	-	-	2	-	-	-	-	-	-	-
Algebra (Stu. of 1st year only)	-	-	-	3	-	-	6	-	-	7	-	-	1	-	-	-	-	-	-	-
Industrial mechanics (Students of 1st year only)	-	-	-	-	-	-	1	-	-	5	-	-	5	-	-	1	-	-	-	-
Higher Mathematics (Students of 2nd year only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Higher mathematics: Applied (Students of 3rd year only)	-	-	-	-	1	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Pure (Stud. of 2nd year only)	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Bookwork (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Literature—	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bacon and Hooker (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hallam and Macaulay (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Shakespeare and Milton (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vocal music	-	-	-	2	1	-	18	2	1	-	-	1	2	-	-	-	-	-	-	-
Drawing	-	-	-	13	-	-	4	1	-	4	2	1	1	-	-	-	-	-	-	-
School management	-	-	-	1	-	-	16	8	2	-	-	-	6	-	-	-	-	-	-	-
Latin	-	-	-	2	-	-	7	-	-	2	-	-	1	-	-	-	-	-	-	-
Reading	-	-	-	14	-	2	8	1	-	2	-	-	-	-	-	-	-	-	-	-
Spelling	-	-	-	13	3	-	7	-	-	1	-	-	-	-	-	-	-	-	-	-
Pennmanship (Students of 1st and 2nd years only)	-	-	-	8	-	-	11	1	-	4	2	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd and 3rd years only)	-	-	-	-	-	1	-	1	1	2	-	-	-	-	-	-	-	-	-	-

Highbury (Metropolitan) Training College for Schoolmasters.

First Year	{ 35 Candidates. 32 Certificates.			Second Year	{ 23 Candidates. 21 Certificates.			Third Year	{ Candidates. 1 Certificate.										
Religious knowledge	-	3	1	15	13	-	19	5	-	1	2	-	-	-	-	-	-	-	-
Liturgy and Church history	-	2	-	11	4	-	17	8	-	7	8	-	-	-	-	-	-	-	-
Christian evidences (Students of 3rd year only)	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grammar and English literature	-	-	-	6	6	-	22	13	-	6	3	-	-	-	-	-	-	-	-
History	-	1	1	-	11	6	-	13	5	-	7	9	-	4	3	-	-	-	-
Geography and popular astronomy	-	-	1	-	9	2	-	23	17	-	3	2	-	-	1	1	-	-	-
Arithmetic	-	4	1	-	14	6	-	10	16	-	6	-	-	1	-	-	-	-	-
Euclid (Stu. of 1st year only)	-	4	-	-	15	-	-	13	-	-	3	-	-	-	-	-	-	-	-
Algebra (Stu. of 1st year only)	-	4	-	-	11	-	-	19	-	-	3	-	-	2	-	-	-	-	-
Industrial mechanics (Students of 1st year only)	-	-	-	-	-	-	11	-	-	12	-	-	11	-	-	1	-	-	-
Physical science (Students of 2nd year only)	-	-	1	-	9	-	-	3	-	1	-	-	-	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only)	-	-	1	-	3	-	-	4	-	1	-	-	-	-	-	-	-	-	-
Latin (Students of 1st and 2nd years only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
„ Poetry (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
„ Prose (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
„ Translation (Students of 3rd year only)	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Vocal music	-	2	7	-	3	9	-	23	7	1	7	-	-	-	-	-	-	-	-
Drawing	-	-	5	-	6	2	-	16	6	-	13	8	1	-	2	-	-	-	-
School management	-	-	-	3	3	-	-	30	20	1	2	-	-	-	-	-	-	-	-
Reading	-	-	-	5	2	1	29	9	-	1	6	-	-	6	-	-	-	-	-
Spelling	-	20	-	-	22	-	13	1	-	2	-	-	-	-	-	-	-	-	-
Pennmanship (Students of 1st and 2nd years only)	-	-	-	-	-	-	21	13	-	12	3	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd and 3rd years only)	-	3	-	-	6	-	-	9	-	-	5	-	-	-	-	-	-	-	-

BALILEY (WORCESTER DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 24 Candidates.
20 Certificates. Second Year { 5 Candidates.
3 Certificates. Third Year { 3 Candidates.
3 Certificates.

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.			Not Attempted.		
	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.	First.	Second.	Third.
General knowledge	-	-	-	14	-	-	9	3	3	1	2	-	-	-	-	-	-	-	-	-	-
Church history	-	-	-	14	1	-	10	2	-	10	2	-	-	-	-	-	-	-	-	-	-
Scriptural evidences (Students of 2nd year only)	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Scriptural and English literature	1	-	-	5	3	-	14	2	-	4	-	-	-	-	-	-	-	-	-	-	-
Scriptural and popular science	1	-	-	7	-	-	13	2	-	4	3	-	-	-	-	-	-	-	-	-	-
Students of 1st year	2	-	-	10	-	-	7	2	-	3	1	-	1	2	-	1	-	-	-	-	-
(Students of 1st year)	1	-	-	12	-	-	6	-	-	3	-	-	-	-	-	-	-	-	-	-	-
Practical mechanics (Students of 1st year only)	1	-	-	5	-	-	7	-	-	6	-	-	5	-	-	-	-	-	-	-	-
Practical mathematics (Students of 2nd year only)	-	-	-	-	-	-	9	-	-	7	-	-	4	-	-	-	-	-	-	-	-
Practical mathematics (Students of 2nd year only)	-	-	-	-	-	-	2	-	-	9	-	-	1	-	-	-	-	-	-	-	-
Practical science (Students of 2nd year only)	-	-	-	1	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Poetry (Students of 2nd year only)	-	-	-	-	-	-	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Translation (Students of 2nd year only)	-	-	-	-	-	-	2	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Practical music	-	-	-	1	2	-	11	2	-	4	3	-	4	-	-	-	-	-	-	-	-
Practical management	1	-	-	5	-	-	2	-	-	15	2	-	5	1	-	-	-	-	-	-	-
Practical management	-	-	-	1	-	-	21	3	1	1	2	1	1	-	-	-	-	-	-	-	-
Practical management	2	-	-	18	3	2	4	1	1	-	1	-	-	-	-	-	-	-	-	-	-
Practical management	-	-	-	14	5	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Practical management (Students of 1st and 2nd years only)	-	-	-	6	-	-	11	2	-	7	3	-	-	-	-	-	-	-	-	-	-
Practical management's report (Students of 1st and 2nd years only)	-	-	-	-	-	-	3	2	-	1	-	-	-	-	-	-	-	-	-	-	-

WINCHESTER (DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 23 Candidates.
13 Certificates. Second Year { 3 Candidates.
3 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
General knowledge	-	-	-	-	3	3	10	-	6	-	4	-	-	-
Scriptural and Church history	-	-	-	-	1	1	10	2	12	-	-	-	-	-
Scriptural and English literature	-	-	-	-	1	1	10	2	11	-	-	-	-	-
Scriptural and English literature	-	-	-	-	1	1	10	2	4	-	-	-	-	-
Scriptural and English literature	-	-	-	-	1	1	10	2	12	1	1	-	-	-
Scriptural and English literature	-	-	-	-	1	1	10	2	9	1	1	-	-	-
Students of 1st year only	-	-	-	-	11	-	9	-	2	1	1	-	-	-
Students of 1st year only	-	-	-	-	3	-	11	-	3	-	2	-	-	-
Practical mechanics (Students of 1st year only)	-	-	-	-	-	-	7	-	3	-	-	-	-	-
Practical mathematics (Students of 1st year only)	-	-	-	-	-	-	7	-	3	-	7	-	-	-
Practical mathematics (Students of 2nd year only)	-	-	-	-	-	-	1	-	1	-	1	-	-	-
Practical music	-	-	-	-	1	-	6	1	10	1	1	1	4	-
Practical management	-	-	-	-	-	-	2	-	7	2	1	3	-	-
Practical management	-	-	-	-	-	-	16	2	3	1	2	-	-	-
Practical management	-	-	-	-	-	-	15	2	1	-	-	-	-	-
Practical management	-	-	-	-	-	-	14	-	1	-	-	-	-	-
Practical management	-	-	-	-	-	-	10	1	8	2	-	-	-	-
Practical management's report (Students of 2nd year only)	-	-	-	-	-	-	1	-	2	-	-	-	-	-

YORK (YORK AND RIPON DIOCESAN) TRAINING COLLEGE FOR SCHOOLMASTERS.

First Year { 33 Candidates.
28 Certificates.Second Year { 12 Candidates.
12 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failures.		At 2
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	
Religious knowledge - - - - -	-	3	7	9	26	-	-	-	-	-	-	-	-
Liturgy and Church history - - - - -	-	4	18	4	18	4	2	-	-	-	-	-	-
Grammar and English literature - - - - -	1	-	12	8	14	8	6	7	-	-	-	-	-
History - - - - -	-	1	12	-	18	9	-	-	-	-	-	-	-
Geography - - - - -	-	-	17	9	11	10	5	-	-	-	-	-	-
Arithmetic - - - - -	-	5	18	3	9	8	5	-	-	-	1	-	-
Euclid (Students of 1st year only) - - - - -	-	-	11	-	13	-	8	6	1	-	-	-	-
Algebra (Students of 1st year only) - - - - -	2	-	2	-	4	-	5	-	-	-	-	-	-
Industrial mechanics (Students of 1st year only) - - - - -	-	-	-	-	4	-	-	-	-	-	-	-	-
English literature (Students of 2nd year only) - - - - -	-	1	-	7	-	4	-	-	-	-	-	-	-
Vocal music - - - - -	1	-	7	3	17	8	6	1	-	-	-	-	2
Drawing - - - - -	-	-	5	-	9	3	7	8	10	1	-	-	3
School management - - - - -	-	-	5	1	21	10	6	1	1	-	-	-	-
Latin - - - - -	-	-	2	-	3	-	6	-	5	-	2	-	1
Reading - - - - -	-	-	13	2	9	11	1	-	-	-	-	-	-
Spelling - - - - -	-	-	18	11	15	-	-	1	-	-	-	-	-
Penmanship - - - - -	-	-	10	4	13	4	8	4	2	-	-	-	-
Inspector's report (Students of 2nd year only) - - - - -	-	2	-	4	-	5	-	1	-	-	-	-	-

APPENDIX B.

TABLE I.
EXPENDITURE FOR YEAR 1857.

	Battersea.	Car-marron.	Car-marthon.	Chelsea, St. Mark's.	Chelsea-ham.	Chester.	Chil-chester.	Durham.	Exeter.	Highbury.	Oxford.	Win-chester.	Wor-ces-ter.	York and Ripon.
Average number of Students in residence	110	43	45	108	93	40	13	43	45	66	30	30	28	68
Tuition	£ s. d. 1,254 0 0	£ s. d. 486 4 0	£ s. d. 540 0 0	£ s. d. 1,435 0 0	£ s. d. 1,461 10 0	£ s. d. 586 0 0	£ s. d. 361 11 6	£ s. d. 79 9 3	£ s. d. 434 4 0	£ s. d. 1,255 5 0	£ s. d. 580 0 0	£ s. d. 430 0 0	£ s. d. 540 0 0	£ s. d. 905 0 0
Cost of supporting Practising Schools, after debiting children's fees	£ s. d. 68 10 0	£ s. d. -	£ s. d. 50 0 0	£ s. d. 108 8 11	£ s. d. 97 15 7	£ s. d. 30 4 0	£ s. d. -	£ s. d. -	£ s. d. 70 11 3	£ s. d. 23 11 6	£ s. d. 84 13 4	£ s. d. 30 0 0	£ s. d. 14 7 5	£ s. d. -
Board, washing, and ser-vice	£ s. d. 2,660 10 0	£ s. d. 1,508 5 7	£ s. d. 774 0 1	£ s. d. 2,460 17 0	£ s. d. 1,242 19 7	£ s. d. 887 15 3	£ s. d. 353 4 21	£ s. d. 749 1 9	£ s. d. 793 1 9	£ s. d. 1,458 18 11 1/2	£ s. d. 509 6 64	£ s. d. 43 0 0	£ s. d. 905 7 3	£ s. d. 1,140 6 7
Fuel and lights	£ s. d. 160 3 0	£ s. d. 118 2 0	£ s. d. 114 15 6	£ s. d. 367 0 0	£ s. d. 314 15 6	£ s. d. 44 18 7	£ s. d. 31 14 34	£ s. d. 45 10 0	£ s. d. 67 5 4	£ s. d. 185 6 9	£ s. d. 118 7 11	£ s. d. 43 0 0	£ s. d. 118 7 11	£ s. d. 103 12 3
Other housekeeping expenses	£ s. d. 70 7 9	£ s. d. -	£ s. d. 70 15 8	£ s. d. 168 12 0	£ s. d. 236 15 0	£ s. d. 4 0 0	£ s. d. 5 0 0	£ s. d. 63 6 11	£ s. d. 29 3 64	£ s. d. 91 1 14	£ s. d. 1,025 0 0	£ s. d. 5 0 0	£ s. d. 3 4 11	£ s. d. 340 12 3
Medical attendance	£ s. d. 50 0 0	£ s. d. -	£ s. d. 30 0 0	£ s. d. 66 0 0	£ s. d. 13 15 0	£ s. d. -	£ s. d. -	£ s. d. 25 13 4	£ s. d. 8 5 5	£ s. d. 43 16 3	£ s. d. -	£ s. d. 5 0 0	£ s. d. 5 2 0	£ s. d. 23 3 2
Books, apparatus, printing, &c.	£ s. d. 108 10 8	£ s. d. 105 19 11	£ s. d. 45 10 6	£ s. d. 171 17 5	£ s. d. 163 9 6	£ s. d. 29 19 2	£ s. d. 15 5 0	£ s. d. 49 16 8 1/2	£ s. d. 75 2 1	£ s. d. 108 11 10	£ s. d. 60 0 0	£ s. d. 59 19 10	£ s. d. 127 12 3	£ s. d. 23 3 2
Hunt, rates, taxes, and in-surance	£ s. d. 463 14 3	£ s. d. 45 17 6	£ s. d. 41 10 5	£ s. d. 393 12 9	£ s. d. 117 2 4	£ s. d. 47 0 0	£ s. d. 30 10 5	£ s. d. 43 11 04	£ s. d. 108 10 5	£ s. d. 64 4 6	£ s. d. 50 0 0	£ s. d. 0 12 8	£ s. d. 31 7 8	£ s. d. 77 13 11
Garden, farmhouse, &c.	£ s. d. 120 16 4	£ s. d. -	£ s. d. 33 2 11	£ s. d. 23 2 11	£ s. d. 24 0 0	£ s. d. 5 10 0	£ s. d. 4 13 7	£ s. d. 12 3 7 1/2	£ s. d. 63 15 6	£ s. d. 13 7 8	£ s. d. -	£ s. d. 12 6 3	£ s. d. 26 9 8	£ s. d. 91 11 8
Other current expenses	£ s. d. 397 8 5	£ s. d. -	£ s. d. 130 16 11	£ s. d. 903 17 8	£ s. d. 70 0 3	£ s. d. 44 0 2	£ s. d. 33 4 2	£ s. d. 24 10 5	£ s. d. 244 2 10	£ s. d. 416 4 4	£ s. d. -	£ s. d. 48 0 0	£ s. d. 113 19 8	£ s. d. 119 13 10
Total current expenditure	£ s. d. 5,293 1 1	£ s. d. 1,523 3 6	£ s. d. 1,790 15 2	£ s. d. 5,311 5 2	£ s. d. 3,790 8 10	£ s. d. 1,608 13 7	£ s. d. 300 1 11	£ s. d. 1,439 8 04	£ s. d. 1,870 0 9	£ s. d. 3,234 17 5	£ s. d. 1,779 13 4	£ s. d. 1,214 13 104	£ s. d. 2,008 12 8	£ s. d. 2,905 13 4
Averages	£ s. d. 47 12 4 1/2	£ s. d. 39 3 4 1/2	£ s. d. 41 12 10 4 1/2	£ s. d. 54 0 7 1/2	£ s. d. 40 8 8 1/2	£ s. d. 40 4 5 1/2	£ s. d. 61 10 11	£ s. d. 34 12 9	£ s. d. 41 11 1 1/2	£ s. d. 58 2 1	£ s. d. 45 12 7 1/2	£ s. d. 40 9 9 1/2	£ s. d. 39 10 2	£ s. d. 43 19 3
Expenditure for additional buildings	£ s. d. 617 12 10	£ s. d. 1,026 2 5	£ s. d. 312 17 6	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. 714 2 0	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. 130 0 0	£ s. d. -	£ s. d. -
Other expenses, not being current expenses	£ s. d. 109 9 5	£ s. d. -	£ s. d. -	£ s. d. 105 0 0	£ s. d. -	£ s. d. 28 11 8	£ s. d. -	£ s. d. 190 0 0	£ s. d. 11 11 9	£ s. d. -	£ s. d. -	£ s. d. 191 6 11	£ s. d. -	£ s. d. -
TOTAL EXPENDITURE	£ s. d. 5,965 3 4	£ s. d. 1,322 5 11	£ s. d. 2,103 12 8	£ s. d. 5,416 5 2	£ s. d. 3,790 8 10	£ s. d. 1,641 10 3	£ s. d. 300 1 11	£ s. d. 2,238 10 04	£ s. d. 1,881 12 6	£ s. d. 3,564 17 5	£ s. d. 1,779 13 5	£ s. d. 1,555 0 94	£ s. d. 2,008 12 8	£ s. d. 2,905 13 4

TABLE II.
INCOME FOR YEAR 1887.

	Battersea.	Can- narron.	Can- marthon.	Chelsea, St. Mark's.	Cheltes- ham.	Chester.	Chil- chester.	Durham.	Exeter.	Highbury.	Oxford.	Win- chester.	Wor- cester.	York and Ripon.
Average number of Students	110	42	45	102	96	40	13	45	45	66	39	30	53	62
Endowment	£ s. d. 26 11 3	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. 18 0 0	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. -	£ s. d. -
Amount of annual subscrip- tions or donations, specially for the use of the Training Colleges	306 6 6	108 17 0	263 9 0	227 19 0	236 13 6	-	229 14 0	412 0 0	555 16 8	1,265 7 11	300 0 0	308 7 0	475 14 6	-
Grants from Diocesan Boards of Education, or other public bodies; not including fees of Scholarships	4,000 0 0	-	700 0 0	2,300 0 0	-	173 15 3	-	25 9 0	31 0 0	-	-	-	26 0 0	549 12 1
Fees of Students paid by themselves or their relatives	89 14 6	-	-	232 12 6	140 12 6	137 3 0	132 11 2	132 11 2	404 10 0	231 11 0	270 0 0	143 15 0	135 6 0	218 9 0
Fees of Students, paid by private patrons	-	-	255 8 0	514 3 0	-	-	-	28 3 4	-	16 10 0	-	-	-	-
Government Exhibitions for Queen's Scholars	2,414 15 0	217 10 0	-	1,271 0 0	1,201 1 1	707 5 0	115 0 0	668 15 2	434 0 0	1,005 0 0	460 0 0	539 0 0	673 10 0	1,123 0 0
Government grants in respect to Students	1,275 0 0	312 6 8	451 5 0	1,123 0 0	1,418 0 0	579 0 0	69 0 0	443 0 0	268 0 0	691 0 0	325 0 0	199 5 0	311 0 0	468 10 0
By exhibitions, founded by Diocesan Boards, or other public bodies; not including fees of the students of the Training Colleges	-	-	48 0 0	-	-	9 7 6	-	-	-	55 0 0	15 0 0	-	40 0 0	-
By Exhibitions founded by private patrons	-	-	-	-	-	13 10 0	-	4 0 0	-	-	120 0 0	-	15 0 0	-
By collections made in churches for the general purposes of the School	-	-	-	-	-	-	-	-	5 9 4	163 13 9	-	281 10 8	16 3 9	-
By contributions to the build- ing fund	-	241 1 0	-	-	-	-	-	714 2 0	100 0 0	-	-	-	-	-
By income arising from other sources	-	600 0 0	512 17 6	14 5 9	-	14 2 0	-	6 5 0	127 12 7	243 18 4	-	-	117 2 8	165 2 3
TOTAL INCOME	3,909 7 8	1,653 14 8	2,007 19 6	5,979 7 9	3,798 15 1	1,561 10 3	439 17 0	2,471 16 6	9,546 9 7	3,275 1 9	1,490 0 0	1,546 17 8	1,770 16 11	2,601 13 4

REPORT on the CHURCH OF ENGLAND TRAINING COLLEGES for SCHOOLMISTRESSES, by Her Majesty's Inspector of Schools, the Rev. F. C. COOK, M.A.;—for the Year 1857.

MY LORDS,

I SUBMIT to your consideration another general report on the training colleges for schoolmistresses.

1. The subjoined tabular statement shows that the general condition of these institutions has not undergone any material change.

	Accommodation for	In Residence Lady-day 1857.		Left between Lady-day 1856 and Lady-day 1857.		Admitted between Lady-day 1856 and Lady-day 1857.		Total Number trained since first Establishment.		Date of Establishment.
		Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	
Bishop's Stortford .	57	20	20	11	7	9	14	39	17	1853
Brighton . . .	40	8	26	3	11	7	13	7	93	1843
Bristol and Gloucester .	75	17	50	3	7	9	23	7	17	1836
Cheltenham . . .	39	53	7	30	16	35	7	78	246	1847
Derby (Lichfield Diocesan).	40	17	23	9	11	10	11	30	45	1851
Home and Colonial School Society's.	191	96	73	27	58	51	54	133	2,700	1836
Norwich . . .	40	15	9	3	7	10	9	17	13	1853
Salisbury . . .	60	29	24	8	25	8	16	58	297	1841
Warrington . . .	90	53	51	30	22	39	16	54	256	1841
Whitlands . . .	108	105	3	42	9	54	3	120	311	1841
York and Ripon . .	30	13	12	8	8	6	14	23	101	1846
Total .	790	406	277	156	179	233	178	505	4,199	
Similar Returns for—										
1855 . . .	567	290	351	95	270	133	353	326	3,937	
1856 . . .	783	253	346	179	176	184	232	463	3,969	

These returns show that the number of students in residence falls short of that for which accommodation is provided by 105. In 1855 there were 226, in 1856 184, vacant places. It appears from the special returns that very few institutions received last year a much smaller number than they could accommodate. About 720, so far as I can judge, is the number which may be reasonably calculated upon as the average number in residence at Lady-day. The supply of teachers thus obtained is manifestly inadequate to the wants of the country, and I am glad to report that two new training colleges, one at Truro, the other at Durham, will ere long be open for the reception of candidates.

2. The number of Queen's scholars in residence last year exceeded by 155 that of the preceding year. A smaller number left, and a larger number was admitted. I have just received an account of the results of the last examination for scholarships, and find that the number eligible for admission this year is still larger. The numbers admitted during the last four years (including those of January 1857) have been 132, 148, 238, 399. A further increase may be calculated upon. This is satisfactory for many reasons. In the first place I have ascertained that the proportion of failures at the examination for scholarships is much smaller in the case of pupil-teachers than in former years. At the last examination 299 passed out of 329 candidates. This proves that the generality of schoolmistresses have bestowed due pains upon the instruction of their apprentices, and with greater success than formerly. Of these 299, 199 were in the first class. On comparing this return with that of the male pupil-teachers, I find that a larger proportion of the latter passed, only 14 failing out of 370 candidates, but that they were less successful in obtaining first-class scholarships.

	Candidates.				Pupil-Teachers.				Under Minute of 2 June.			
	No.	1st Class.	2nd Class.	Failures.	No.	1st Class.	2nd Class.	Failures.	No.	1st Class.	2nd Class.	Failures.
Males.												
Church - -	474	219	165	90	320	201	155	14	104	18	46	46
British - -	113	55	43	15	102	50	40	12	11	5	3	3
Roman Catholic	28	3	10	15	23	3	8	11	6	-	2	4
	615	277	248	90	444	254	203	37	121	23	45	53
Females.												
Church - -	476	256	143	77	329	199	100	30	147	57	43	47
British - -	85	41	25	19	69	34	20	6	25	7	5	13
Roman Catholic	59	12	31	16	42	9	27	6	17	3	4	10
	620	309	199	112	441	242	147	42	189	67	52	70
Grand Total -	1,235	586	447	202	885	496	350	79	310	90	97	123
		1,033				846				187		

As might be expected, those candidates, who had not previously been apprenticed in National schools, were not so well prepared in elementary subjects; yet 100 succeeded out of 147. This proves that the Minute which opened the scholarships to all young persons duly qualified is producing some results. In another part of this report I shall have occasion to state the vast importance of this Minute to the progress of education.

The proportion of those who leave annually to those who remain is noticeable :—

Year.	In residence.	Left.	Admitted.
1855 - - - -	541	855	484
1856 - - - -	599	365	370
1857 - - - -	685	337	416

Deducting from the number in residence the number admitted in each of these years, I find that the students in the *second* year of residence, bore the following proportion to the whole, and to those in the first :—

Total.	First Year.
57 to 541 -	- 494
229 „ 599 -	- 370
269 „ 685 -	- 416

Moreover, at the last examination, Christmas 1847 :—

149 candidates were at the end of their 2nd year.
548 „ „ 1st „

These results bear upon a question of the very highest importance. They prove that the proportion of those who receive a complete training of two years is *decreasing*. To what causes this may be attributed. I would not speak confidently, but it is a very serious evil, and one which ought to be checked by every possible means. The following remarks may serve to put the matter in a clear and practical shape.

A residence of two years in a training institution is necessary for the thorough instruction of most students, and for the complete, practical, and efficient training of all. It is not possible to carry out both these objects in one year, and, unfortunately, from the force of circumstances, the latter, by far the most important of the two objects, (that for which these colleges were specially established, and which constitutes their special claim to support from the Government,) is practically found to be sacrificed, when students remain less than two years.

With reference to their instruction I am far from wishing that the students should learn a great variety of subjects. The course is, and ought to be, strictly limited to those points which are directly connected with elementary school work. But nearly all of the students require, and actually do receive in the training colleges, systematic instruction in the principles of what they have learned under less favourable circumstances. The knowledge they bring with them, according to the unanimous opinion of the chaplains and governesses, is for the most part inaccurate, incomplete, and more or less deficient in method. With the exception of a

few of the best Queen's scholars, this judgment is corroborated by the examination of candidates. Many show considerable ability and a fair amount of information; the memory, and, to a certain extent, the perceptive faculties, have received some cultivation. But it is certain that few have learned as yet to think correctly and to reflect; they are girls in mind as in age; the best among them have just received that amount of instruction, and arrived at that stage of mental development which enables them to appreciate and to profit by the lessons which are given in the training colleges, while a very large proportion have much to unlearn, and must pass some months of painful application before they are in a condition to receive real and permanent benefit. Dividing the students of the first year broadly into three classes, the highest may be easily prepared for the Christmas examination in the course of one year, and will certainly obtain first-class certificates, provided *that their time and attention* be all but exclusively occupied with their own studies; those of the second class can only supply the deficiencies and correct the mistakes of their previous education by unremitting exertions on the part of themselves and of their instructors; while those of the third class, the most numerous and not least important, are sure to fail, or at any rate to pass by sufferance in the schedule or third division, unless they give up all their time, not to acquiring a real mastery over the subjects, an intelligent perception of the principles, or a systematic knowledge of the subject-matter, but to the attainment of just so much information as may satisfy the lowest demand of a lenient examiner. The result of the last examination of the first-year students was, that 93 were in the first class, 212 in the second, 147 in the third, while 86 were partial or entire failures. So far as the mere knowledge of elementary subjects is concerned, I am convinced that few below the first class could conduct an intelligent pupil-teacher through the course of her instruction in a satisfactory manner, and I am certain that very few of the third, and none below the third, are qualified to take charge of a good elementary school. I repeat (not without sufficient cause, for nothing can exceed the misunderstandings and misrepresentations to which such statements expose me), that it is not the amount but the quality, not the extent but the accuracy of these students' knowledge which is in question. Those who stand last on the list, whose papers are all but an universal failure, possess a smattering of all subjects which are professed to be taught; and when placed in charge of schools are, as I can testify from my own experience, just those who are most likely to give offence by injudicious display, and by

attempting to introduce subjects wholly unsuited to the circumstances of the schools in which they are placed. The best, the simplest, and the most practical lessons are given almost uniformly by those who have distanced their competitors at the annual examinations.

I pass to the still more important question, as to what benefit a student who remains one year only is likely to receive from the system of professional training. They all know that their future position, the kind of school to which they will be appointed, the amount of salary, and of annual augmentation will chiefly depend upon their place in the class list. And although there is a real and important difference between the position of those who pass as first or second year students, neither they, nor for the most part the managers of schools, understand or care for this difference. They may, of course, if they are good and conscientious girls, wish to acquire more information upon school matters, but it is not merely their interest, to a certain extent it is their duty, (considering their position with regard to their former teachers, their patrons, and their parents,) at any rate and all cost to stand high at the Christmas examination. Now, it is a fact, of which they soon become aware, that the time spent in the practising schools in acquiring a thorough insight into the principles and methods, which are pursued in the training department, does not and cannot tell on paper. The best and most practical points are not producible. They know that they cannot attend equally to the school work and to their own improvement. They make the option in nine cases out of ten in favour of the instruction. I find all the teachers of method, the chaplains, and superintendents, agreed upon this. The students who intend to remain one year, and one year only, cannot be made to give their minds to the higher and special object of their training. Nor should the fact be lost sight of, that while girls of ordinary capacity and imperfect attainments feel, and that very justly, that their only chance of passing the ordeal of an examination is an exclusive devotion to their own studies; the most intelligent, just those who have the special qualifications of good teachers, real love of learning for its own sake and for that of their future pupils, will be most entirely absorbed by the new and striking forms which their studies assume when handled by an able lecturer. The clever and the dull alike, with distinct, but almost equally powerful inducements, are inevitably drawn away from the practical business of a training college when they know that they will not remain after the first examination.

The case is very different with those who know from the beginning that they will remain two years. In the first place, they are aware that their future position will not depend upon the first, but upon the second examination, and that their places then will be to a great extent influenced by the Inspector's report upon their practical ability and character as teachers. There must, therefore, be far less excitement, less hurry and straining, less nervousness and irritation, whether they are quietly attending to lectures, which they know they will hear again, or engaged in the practising schools, where, as they know well, they can alone see a practical exemplification of the system adopted by their professional instructor. They know that there is abundant time to go calmly and thoughtfully over the whole course of their studies, to supply deficiencies, and to mature their knowledge. These circumstances produce a marked contrast between the students of the first and second year, a contrast obvious even to a casual observer, who can scarcely fail to remark the anxious and excited manner of the one class and the quiet self-possession of the other. The superintendents, who have watched the working of the system with the greatest care, have frequently called my attention to this fact, and assure me that the difference is most real, and extends to the whole character and habits of the students.

The results of the second year's examination have been tolerably uniform of late. Three only failed in obtaining a place in the class list out of 149 candidates. The remainder have certainly acquired that amount of knowledge which will enable them, so far as knowledge is concerned, to be efficient teachers of elementary schools.

The quantity of time, which ought to be employed in learning the art and practice of teaching, will be better estimated by reference to the system now adopted with more or less completeness in all the female training colleges.

1. Each student is made to observe an entire course of lessons in every elementary subject. She takes notes of all that she observes. She has to state how far the method of teaching agrees with that which she has learned as pupil-teacher, or in what respects it may differ from it. The reason why any special method is adopted is carefully explained by the lecturer or professor charged with the superintendence of the practising schools. This course occupies a considerable time; not less than three months, and indeed ordinarily six months, when it is thoroughly done. The entire value of the course depends upon the care, the thoughtful earnestness of the student and her instructor. If her mind has another object, little or no impression is made. I doubt very much

whether such an allotment of time is seriously attempted in colleges where they have made up their mind to train one year students.

2. Every student, having thus learned the system to be pursued; conducts a series of classes through an entire course of instruction in each elementary subject. Where the teacher of method does the work efficiently, it implies all the following processes. The student must give in a written account of what she intends to do each day; she must previously be well informed as to the circumstances of the class, the age, character, and attainments of the children; while she gives the lessons, she must be watched constantly by a junior student, occupied in taking notes, and she ought to be, and generally is, superintended at intervals by the teacher of method. After the lesson she must be criticised, her mistakes must be corrected, and she must be made to feel exactly in what respects she has satisfied or fallen short of the requirements of the institution. All this requires much time, much patience, and it certainly will not be done unless all parties concerned are equally convinced of the practical and paramount importance of professional training.

3. The collective lessons, of which I have frequently spoken in former reports, require great care, or they are worse than useless. The characteristic defects of this system, when injudiciously taught, are precisely those which a hasty and superficial course of training is calculated to draw out. Self-consciousness, fondness of display, partiality in dealing with the children, utter unsuitableness of the subject-matter, of the illustrations or methods, are faults only overcome by the most conscientious students under the ablest teachers. No student ought to attempt to give these lessons until she has thoroughly understood the principles of the professor—has watched every variety of lessons given by her seniors, and learned to distinguish between the substantial advantages attainable by earnestness and sound judgment, and the fallacious results of a merely mechanical system. It would certainly be a great evil if the students were to leave training colleges without having watched many such lessons, which are especially valuable on account of the criticisms, never heard under circumstances equally calculated to elicit the real feelings of the students, or to illustrate the principles which underlie the system adopted by the teachers; it would be a still greater evil if the whole were got up hastily, attempts encouraged, and unsatisfactory results tolerated; but one or other of these alternatives is all but inevitable in the case of those students who remain only one year.

4. The most important fact is that the character of a student requires time to develop itself. A careful professor, who observes faults of disposition or of temper, of want of thorough conscientiousness or of common sense, will take measures gradually but effectually to correct and amend them. During the first six months he will be chiefly an observer, during the next, he will be satisfied to produce the right impression; to give the right direction to a student's character; to inculcate just principles of action, and if in the course of the first year the combined influences of the superintendent, the teachers, and the more advanced students have produced this result, all will work together confidently during the next year, when a superstructure may be safely completed upon foundations thus carefully laid.

5. I must not omit the very important consideration that the general tone of the establishment depends mainly upon the influence of the second-year students. There can be no traditional character, no general and permanent influence, no habitual modes of thought and feeling, where the whole or even the great majority of the students are withdrawn yearly. When students find others in residence, they look up to them naturally as their models, and derive from them their first and deepest impressions as to the character and objects of the institution; and just in proportion as an institution has done its proper work, and as its influence is beneficial, is such an effect indispensable to its enduring results.

The principals and superintendents, all of whom I have frequently, and especially in the course of last year's inspection, consulted upon this point, are quite unanimous as to the importance, and most of them are convinced of the necessity of two years' training. All are agreed that the formation of character, the thorough amendment of personal habits, the inculcation of just views as to a student's future position and duties, though kept in mind from the first entrance as the primary and paramount object of every institution, cannot be matured and completed in a shorter period. At some institutions the managers refuse to admit any who will not pledge themselves to remain two years. I believe that they act most wisely; and considering that there will be every year less difficulty in procuring a large supply of candidates, and consequently less risk in imposing unpalatable though necessary conditions, I think there is reason to hope that this example will be generally, if not universally, followed. In fact, I think that it ought to be a rule stringently observed, with the single exception of persons above thirty years of age, who have previously been in charge of elementary schools, and

enter the colleges on the recommendation of Her Majesty's Inspectors in order to improve their knowledge of method, or to obtain the requisite instruction for a certificate.

I believe the chief cause of the present evil to be the false estimate which the pupil-teachers, their relations and friends, and very frequently their patrons, entertain as to their attainments and other qualifications. They have no doubt that they can acquire whatever information may still be needed for the mistress of an elementary school, and obtain also a sufficient acquaintance with the best method of teaching in twelve months. The preceding remarks may have sufficiently shown the fallacy of this expectation; but I certainly have little hope that any arguments will persuade forward girls or sanguine relatives that their deficiencies of knowledge or imperfections of character require a lengthened period of careful training. So long as they feel that they can get through their training in one year, not many will have the good sense to determine to remain longer.

It seems to me that effectual remedies might be applied. Of one I have spoken, that is, a general determination of the managers only to admit students pledged to go through the two years' course of training. Another I propose with no doubt as to its justice and expediency, but with some fear lest the general opposition which may be anticipated from the friends of the pupil-teachers may prevent its adoption. I would not have the first-year students classed as at present; I would propose simply that the training colleges should be informed how many of them have passed, how many are placed in the schedule, how many have failed, but I would abolish the distinction and the name of classes. The students might be arranged in two divisions, or their names might be ranked in order of merit for the information of the managers and for their own encouragement. But they ought to feel that the distinction of classes is to be reserved for those who really have gone through an entire course of training. To obviate the only objection, which appears justly applicable to the principle of such a regulation, I would recommend that students of thirty years, having previously been assistants or mistresses in schools, should be ranked as second-year students.

Lastly, I recommend that students who are placed in the schedule at the end of the first year, give lessons and read in the presence of Her Majesty's Inspectors at the usual time of inspection, and that the marks which they get for their exercises shall be placed to their account at the ensuing examination. This will have the twofold effect of deterring all, who are in doubt as to their success, from leaving, and of giving a

practical direction to the minds of those who may thus partially have failed.

I proceed to consider two subjects nearly connected, and each of peculiar interest and importance,—the industrial or domestic training, and the general demeanor of the students.

I am not able to report that the training colleges have taken any effectual measures to increase the instruction in matters of domestic economy. It is, however, certain that the general conviction as to the importance and necessity of a certain amount of useful information, and practical training in this subject is fully shared by the superintendents generally, and by the managers of many of these institutions. Much has been done already to carry out these views at Whitelands, the Home and Colonial, and elsewhere, but much more, as I am of opinion, can be done even in those colleges where most attention has been bestowed upon the subject, while the entire want of means, or the disinclination to use them, which cannot be denied still to exist in more than one place, must be regarded as serious defects, and seem to call for some special regulations.

The extent to which it is desirable that such training should be carried must be determined with reference to the future duties and position of the students. So long as it can be said with truth that a large number of them are found incapable of managing their own housekeeping with due regard to comfort and economy, and unable to instruct their apprentices and elder girls in matters upon which the well-being of poor families chiefly depends, or even to take charge of the industrial department in a good school, the training must be admitted to be insufficient. But these objects cannot be attained unless every student has access to kitchens, laundries, &c., not only adapted for the ordinary supply of a large institution, but with a special department for the use of the pupils, and unless she receives, moreover, regular instruction on all these matters under the superintendence of a competent matron. When due care is taken, and a real desire felt to make the most of all opportunities, it is certain that students may, and do learn to be thoroughly good needlewomen, to cook, to wash, to keep a small household in good order, and to take charge of a sick-room. In the institutions, which have been erected or enlarged of late with assistance from your Lordships, there is generally sufficient space and accommodation for all necessary appurtenances; when they are wanting, a strong recommendation, with the offer of a considerable grant towards the expense, will probably secure the requisite additions.

Closely connected with this subject is the other not less

important one, which touches the personal habits, dress, manners, and demeanor of the students. All persons who are at all conversant with the state of public opinion, with the condition of elementary schools, and with the circumstances on which the improvement of the labouring classes depends, are fully aware that very much remains to be done in order to satisfy the reasonable expectations of school managers on this head. I am far from saying, and, indeed, I do not think, that the students are more injudicious than formerly in their expenditure or in the style of their dress. Great pains are everywhere taken by superintendents to check any such tendency. But I do feel the great force of the assertion, that many schoolmistresses trained in these institutions, and sent out with high characters for information and professional ability, do not offer in their own persons and homes a model and example to the wives and sisters of respectable artisans. Whatever can be done to give more effect to the intentions of the managers, and to the exertions of the superintendents, ought to be attempted at any cost of trouble or inconvenience; but it obviously must be done chiefly by influential persons, interested in the success and assisting in the support of the institutions.

In some training colleges, where local circumstances have made it impracticable to introduce any branches of industrial training excepting needlework, the deficiency has in some degree been compensated by the frequent visits of ladies, and by their personal intercourse with the governesses and students. Those persons who are best acquainted with the internal organization of the Home and Colonial Training College have but one opinion as to the extent to which the efficiency and characteristic excellencies of the training there given to young teachers are due to the committee of ladies. Nor can I refrain from alluding to the great benefits which have accrued not only to Whitelands, but to the training colleges generally, from the measures adopted by Miss Burdett Coutts. That lady has given prizes for good needlework and proficiency in other branches of domestic economy, attested partly by the reports of the superintendent, partly by written papers and lessons given to the children of the practising schools in her presence. During the examinations and at the distribution of the prizes, Miss Coutts has most impressively directed the attention of the students to the great practical duties of humility, self-denial, vigilance in observing, and discreet earnestness in correcting, those faults which bring misery or discomfort into the homes of the poor.

I have thus stated what is done or attempted, and what may still be done in the training colleges. But the fact should

not be lost sight of, that the habits of the students, and their practical knowledge of household matters, must depend materially upon their previous training. I must say that great forgetfulness is sometimes shown by those, who complain most loudly of the unbecoming dress and manners of students, as to the persons who are really responsible for such faults. The responsibility rests chiefly upon those who are virtually these girls' guardians during their apprenticeship. The school managers are the persons who alone select girls as candidates for apprenticeship. In that selection they are bound, in the first place, to consider their moral character, their disposition, and the influence they will probably exercise over the children. In visiting the school the managers have daily opportunities of observing, and ample, indeed unlimited, power to check any faults into which young girls may easily and unconsciously fall. In the case of apprentices, they have the right, and it is their plain duty, to advise and if necessary to reprove, and warn the parents. The same power which was theirs in the selection continues to be theirs during the whole training of the apprentices. If they do not certify to the good conduct, in and out of school, to the religious knowledge and religious habits of the pupil-teachers, the annual stipends are invariably withheld. Such a penalty may rarely be inflicted; with timely precaution and watchfulness on the part of the managers it may seldom be necessary; but the fact that it does depend entirely, and without any appeal, upon the will of the managers, gives irresistible force to the representations which they may deem fit to make to the girls or to their parents. Can it be doubted, then, that they are chiefly responsible for whatever tendencies may be developed in the course of the apprenticeship? If the dress and manner of the girls be unbecoming, if they are ignorant or disdainful of household duties, even the schoolmistress is less to blame than the managers, from whom she derives all her authority, and under whose superintendence she acts. Now, every National school, that is, every school which supplies the pupil-teachers in the training colleges which I inspect, is by the very terms of its constitution under the management of the parochial clergy and local committees, and is or ought to be visited frequently by ladies who represent their authority. No persons certainly could be named so well qualified to give the right direction to the training of the girls, and if reasonable grounds for dissatisfaction do still exist, it is obvious where the remedy is to be found, and by whom it should be applied. I am quite aware that when such use is not made of the ample powers invested in the committees, it is, for the most

part, by no means because they, the ladies especially, attach little importance to the formation of womanly habits. It may be because they have a natural reluctance to interfere with the province of the schoolmistress, to hurt the feelings of the apprentices, or to usurp the authority of the parents. Still, as they have the power, they cannot be relieved of the responsibility; and just in proportion as the improvement of the habits of the poor depends upon the influences of the school, and those influences upon the character and habits of the schoolmistress and her apprentices, just in that degree and to that extent should the managers learn to feel that they must discharge all the duties and exercise all the rights which devolve upon them by virtue of their position, and are inseparable from the office they have voluntarily accepted and hold.

In last year's report I made some observations upon the state of health in the training colleges, and shewed that the impression which seems to exist that the students suffer from over exertion and other causes connected with the system, was by no means borne out by the facts which came under my notice in the course of the year 1856. I inquired very carefully into the subject last year; at each institution I discussed all points bearing upon health with the managers, the superintendents, and in most instances with the medical attendants. In order to secure accuracy in the results, I requested the superintendents to make out a list of students who entered in good health, or otherwise, distinguishing between those who were merely weak or were ascertained to have a tendency to some serious disease. In each case I further requested them to make a statement whether the student's health had improved or deteriorated since her entrance.

The following results may be depended upon. With scarcely an exception, all the students who entered in good health were reported, one by one, to be as strong or stronger, more able to bear physical or mental exertion, and less liable to occasional attacks of cold, &c., than at their entrance. So far all the reports from the colleges corresponded exactly. Moreover, the health of the students in the second year of their training is ascertained to be generally better than in the first. The improvement in health and strength, so far as regards these students, is steady, progressive, and general. It is more marked when the hours for recreation and exercise are most frequent and most carefully observed; but there are really no exceptions whatever to the general result.

But a much larger proportion than I should have expected are stated to have been in weak or even ill health at entrance,

a proportion amounting in some instances from 20 to 30 per cent.

As might be expected the health of some of these gave way altogether in the course of a year's training, but the proportion was much less than I should have anticipated,—less than 3 per cent. The health of the remainder is stated to be much improved, and many of them are likely to be able teachers.*

A careful consideration of these facts, and of sundry points elicited in my conferences with the superintendents and managers, has led me to the following conclusions:—

1. No candidate ought to be admitted without a certificate from a medical man, stating not only whether she is free from disease, but whether she has any constitutional tendency which may call for special care or an exceptional treatment. This is generally done in the case of ordinary students at present, but a general form of certificate might be advantageously adopted.

2. The medical attendant in each training college should present formal reports upon the health of all the students at regular intervals. They should be prepared with especial care at the date of entrance, and at the termination of the first and second year's training. I have recommended the committees of management to call for such a report, and to hold a special meeting early in the year in order to take it into consideration, together with the suggestions which it may be expected will frequently be made by that officer. I have ascertained that such a rule has not hitherto been systematically adopted in any institution, while the managers have generally concurred with me in its expediency. Considering the special claims of the Government, not to say its special duties, in the case of Queen's scholars, I am disposed to recommend that a copy of that report and the minutes of the proceedings of the meeting of committees should be forwarded to the Inspectors.

3. No candidate should be allowed to try for a Queen's scholarship without such certificate as I have previously described. The omission of the certificate seems to have been an oversight. I have no doubt that the reasonableness, and indeed the necessity, of this rule will be generally admitted. I am further of opinion, that a similar certificate should be called for at the end of each year during the previous apprenticeship.

* I propose to send a form of inquiry to each of the training colleges, in order to present a complete tabular statement in next year's report. The accounts which I have hitherto received are valuable so far as they go, but are not exhaustive.

4. I would not recommend that all candidates of weak health should be absolutely excluded. Some of the best teachers, including able governesses in the training colleges, would in that case have been lost to the profession. But I strongly recommend that a list of all such persons should be kept, and the effect of training upon them should be carefully observed and registered. With regard to young women having a decided constitutional tendency to disease, it is cruel and most inexpedient to admit them at all. The pressure on the training college is, however, so great on the part of school managers and persons of rank and influence, that I think it advisable to relieve them from the responsibility of refusing admission, by withholding grants for students thus disqualified.

Provided that these rules be adopted and enforced, I feel very confident as to the physical result of training. It is the duty, and I know it to be the wish, of all managers and officers to provide the means of healthy exercise and recreation; the buildings are carefully arranged, well warmed, and ventilated, the dietary simple and abundant, and the hours for study, meals, rest, and refreshment are regulated with the greatest care. I have, indeed, had occasion to point out some defects, and infringements of good rules, but have invariably found that suggestions in any way bearing upon the health and recreation of students are approved by the committees of management and readily adopted by the superintendents.

In the preceding remarks I have adverted to the most important points upon which the success of these colleges, as training institutions, must depend. A few words upon certain other subjects may be useful.

The lectures upon school management certainly become every year more practical, and at the same time more systematic. It is no easy matter to combine simplicity of statement, and minuteness of detail, with convincing exposition of the principles on which all good educational systems are based. But this difficulty, which is now clearly recognised by all the persons entrusted with the duty, is fairly encountered, and in many instances completely overcome. I believe this to be the result chiefly of an increasing perception of the fact, that scientific principles are best explained when the students have previously been well exercised in methodical processes. *A priori* reasoning is adapted only for very cultivated and intelligent minds. But when a young woman has learned how to do anything in the best way, she listens with interest and with advantage to the lecturer, who shows why that way is the best. Whenever this process is reversed, and to the extent in which it is reversed, vagueness or pedantry, indifference or

presumption, are apt to characterise the lessons of the lecturer and the answers of the students. I would not discourage the study of mental science, but as a separate and complete study it belongs to the professors of method, and to them only when the range of their knowledge and their general state of mental cultivation enable them, on the one hand, to master the best works on moral philosophy, and, on the other, to divest their lessons of all technical and obscure terms. I am glad to observe that the papers on school-management this year indicate more thoughtfulness and less ostentation than any which have hitherto come under my notice. A corresponding improvement is also observable in the lessons given by students before me and my colleagues. They are, generally speaking, more simple and better adapted to the wants and capacities of the children. Great pains are taken to give suitable illustrations, either by diagrams, models, or drawings on the black-board. Objections, the weight of which I am not disposed to overlook, are urged against this mode of ascertaining the qualifications of students as teachers. It is said that the very fact that the Inspectors' report depends upon the skill displayed in giving an oral lesson, causes the students to attach a disproportionate value to what is or ought to be a secondary consideration. The success of a schoolmistress will depend far more upon her general management of a school, upon her industry and tact in conducting all classes through a course of elementary instruction, upon her temper, firmness, and other personal qualities, than upon her ability to interest the children in some lesson chosen quite as much because it is interesting, as because it is instructive and practically useful. This may be admitted; but on the other hand it is equally true that very important qualifications are really elicited in the oral lessons. An experienced observer can scarcely form an incorrect estimate of the temper, general disposition, and character of a student engaged in managing and teaching a large class during a full half hour. The knowledge of her own language, and correctness and facility in its use,—no mean, and formerly no common attainments,—can be thoroughly ascertained. Much may be known as to her power of collecting, arranging, and skilfully adapting useful information to the minds of children. The power of eliciting their faculties, directing their observation, and exercising their judgment is one which is indicated clearly enough in most instances; and though it might be expected that some really good girls may fail to do themselves justice, and some of inferior qualifications may produce a too favourable impression, yet repeated and careful inquiries prove that such cases are extremely rare, and that the marks given

by the Inspectors represent with remarkable exactness their real value as teachers. As a matter of fact, I have found that in some hundreds of lessons the marks given by myself and my colleagues coincide all but uniformly, and, what is of still more importance, agree, to a remarkable extent, with the general estimate of the character and qualifications of the students, which has been formed by the governesses and professors, who have had daily opportunities of observing and testing their work in school. I have not failed to consult these officers each year as to the effect of these trying lessons, and can certify to their general opinion that no exercise can be substituted for them, which would be equally satisfactory, or so likely to stimulate the students to make themselves skilful and accomplished teachers. Indeed, nothing short of this conviction would induce me to recommend the continuance of a system which throws upon me and my colleagues a peculiarly heavy responsibility, and by far the most fatiguing and difficult duty we have to perform. With regard to the special objection, that an undue weight is hereby given to collective oral lessons, I have to observe that I lose no opportunity of stating to the students that all school managers and Inspectors will look with positive disfavour upon these exercises, unless the discipline and the general condition of their schools be entirely satisfactory; that their future success will depend wholly upon their industry and personal character; nor do I hesitate to tell them that a very general and not unfounded opinion exists, that the introduction of simultaneous teaching and collective lessons has been productive of much evil, scarcely counterbalanced by the admitted advantages of the system in the hands of conscientious teachers. Upon the whole, I have little fear but that the tendency will be counteracted by the strenuous exertions of the teachers of method, who are generally well aware of the danger, and on all accounts anxious to avert it, while I am convinced that the lessons cannot be given up or be superseded by other exercises without serious detriment to the present system of educational training.

The remarks which I made last year upon the instruction of the students are borne out by the general results of the Christmas examination. With two exceptions only, the whole of the second-year students obtained certificates; 37 were in the first class; 81 in the second; 28 only in the third. So far as they are concerned, it may be safely assumed that the examination is not too difficult, nor can it be affirmed that it includes any subject in which the mistress of an elementary school may not reasonably be expected to have acquired a fair degree of proficiency. The first year students have been far

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more successful than at the preceding examination, as appears from the following results :—

Year.	Total Number of Candidates.	1st Class.	2nd Class.	3rd Class.	Schedule.	Failure.
1856 - -	447	31	77	128	137	74
1857 - -	548	93	213	147	57	39

The following tables show the general character of the marks given by the examiner for each subject :—V.G. very good ; G. good ; F. fair ; M. moderate ; I. imperfect and inaccurate ; O. failure.

FIRST-YEAR STUDENTS.

	Religious Knowledge.	Liturg.	Arithmetic.	Industrial Skill.	Grammar.	History.	Geography.	Domestic Economy.	School Management.	Vocal Music.	Reading.	Spelling.	Penmanship.	Notes of Lesson.	Numbers of	
															Candidates.	Certificates.
Bishop's Stortford }	F.	F.	F.	G.	V.F.	F.	M.	F.	M.	G.	G.	G.	M.	—	25	17
Brighton -	F.	M.	P.F.	V.F.	G.	M.	M.	F.	F.	M.	F.	G.	M.	V.F.	19	12
Bristol and Gloucester }	F.	P.F.	P.F.	F.	F.	P.F.	M.	F.	P.F.	F.	V.F.	G.	F.	V.F.	39	31
Cheltenham -	F.	V.F.	G.	G.	F.	M.	F.	V.F.	V.F.	F.	F.	G.	M.	V.F.	49	45
Derby - -	F.	F.	F.	G.	V.F.	M.	V.M.	F.	V.F.	F.	F.	G.	F.	V.F.	34	26
Home and Colonial - }	V.F.	F.	V.F.	V.F.	G.	F.	F.	F.	V.F.	V.F.	G.	G.	V.F.	V.F.	89	79
Norwich -	G.	V.F.	G.	V.G.	G.	F.	G.	G.	G.	G.	F.	G.	M.	G.	11	11
Salisbury -	F.	P.F.	V.F.	G.	F.	F.	M.	F.	P.F.	F.	V.F.	V.F.	M.	F.	42	25
Warrington -	V.F.	F.	V.G.	G.	G.	F.	M.	F.	F.	F.	M.	G.	F.	F.	63	56
Whitelands -	F.	F.	G.	V.F.	G.	G.	M.	F.	G.	G.	G.	G.	M.	V.F.	59	57
York and Ripon - }	F.	F.	F.	G.	V.F.	F.	M.	F.	F.	F.	V.F.	G.	V.F.	V.F.	16	13

SECOND-YEAR STUDENTS.

	Religious ledge.	Know- ledge.	Liturg.	Arithmetic.	English Grammar.	English History.	Geography.	Domestic Economy.	School Management.	Vocal Music.	Reading.	Spelling.	Pennmanship.	Essay.	Inspector's Report.	Industrial Skill.
Bishop's Stortford -	V.G.	V.F.	F.	G.	V.F.	V.F.	G.	G.	F.	G.	G.	F.	F.	V.F.	V.G.	
Brighton - -	F.	F.	V.M.	G.	P.F.	P.F.	F.	V.F.	F.	G.	G.	F.	V.F.	F.	V.F.	
Bristol and Glou- cester - -	G.	F.	V.F.	V.F.	F.	F.	F.	G.	Ex.	G.	G.	F.	V.F.	G.	G.	
Cheltenham - -	G.	G.	G.	G.	F.	F.	F.	G.	F.	V.G.	G.	F.	G.	G.	R.	
Derby - - -	G.	V.F.	F.	P.F.	F.	V.F.	F.	G.	P.F.	G.	G.	P.F.	G.	G.	G.	
Home and Colonial	G.	F.	G.	G.	F.	V.F.	F.	G.	G.	G.	G.	P.F.	G.	G.	G.	
Norwich - - -	G.	V.F.	G.	G.	F.	G.	G.	G.	G.	G.	G.	G.	G.	G.	V.G.	
Salisbury - -	G.	F.	G.	G.	F.	M.	F.	G.	F.	G.	G.	G.	F	V.F.	G.	
Warrington - -	G.	V.F.	F.	G.	V.F.	F.	F.	G.	F.	V.F.	G.	V.F.	G.	G.	F.	
Whitelands - -	G.	V.F.	G.	G.	G.	F.	V.F.	G.	V.G.	G.	G.	F.	V.F.	G.	G.	
York and Ripon -	F.	F.	V.F.	F.	F.	M.	F.	G.	M.	F.	G.	F.	G.	G.	G.	

Two candidates only failed to obtain certificates.

It will be observed that the marks for religious knowledge, which implies in the case of the second-year students an extensive and accurate acquaintance with Holy Scripture, are highly satisfactory. Nearly all the institutions have the mark Good. In the case of the first-year students a considerable improvement is recorded, nearly sufficient alone to account for the much larger proportion of successful candidates, but at the same time their inferiority to those of the second year is strongly marked; and this fact is the more striking, inasmuch as the questions were much easier and confined to portions of Scripture in which they had been specially prepared.

Arithmetic is efficiently taught in all the institutions. There is no reason to doubt that all certificated teachers will be able to conduct this most practical and important branch of education with entire success. There is, perhaps, no subject in which girls' schools were in former years more deficient, none in which improvement has so steadily advanced.

English grammar has evidently been taught with great care and success. I am informed by the examiners who revised these papers that the students generally showed a clearer perception of the laws of language, and more skill and accuracy in their application than at former examinations.

The marks for English history, geography, and domestic economy are very satisfactory in the case of the second-year students. In the two former subjects I have made arrangements with the managers which narrow the range of study, and secure more completeness and practical utility in the results. There is much difficulty in arranging the lectures and course of reading so as to make the students acquainted with facts which all Englishmen ought to know, and at the same time to give really valuable information and a right direction to their minds. The best method is to commit a general outline to memory, with the principal dates, and either to read a thoroughly good work on some epoch, or to attend a course of lectures with special reference to the characters of great men, the causes affecting civilization, the development of institutions, or the improvement of manners and morals; such lectures are given with great benefit to the students in many institutions.

It is satisfactory to observe that good spelling is now general. In one instance only, either in the case of first or second year students, is the general result marked lower than good. This does not, however, imply that there are no exceptions; on the contrary, I have observed that the failures for certificates very nearly correspond to the number of candidates who lose some marks for bad spelling.

The reading is marked rather above "Fair" in the first, and "Good" in the second year. All the second-year students read two passages, one in poetry selected by themselves, one in prose chosen by me and my colleagues. With very few exceptions they read correctly and fluently, and deserve the marks which we have given. There is, however, room for improvement. The articulation is not, generally speaking, sufficiently distinct. Many are unable to modulate their voice so as to read a page or two with emphasis and proper expression. The most pleasing and the most promising characteristics of those whom we have marked as good readers, are absence of affectation, good sense, and an evident appreciation of the characteristic beauties of their favourite authors.

I have proposed this year that the students shall be encouraged to commit to memory some considerable portion either of the fifth book of Cowper's *Task* or the first book of *Paradise Lost*. The managers have adopted the recommendation, and it has been settled that the exercises in grammar, paraphrase, &c., shall be given out of those books, and that marks for English reading as an exercise of elocution, shall be awarded to those who read or recite passages selected from them in a satisfactory manner. I have no doubt that

this will have a good effect upon their general knowledge of language.

I have received the following report on the drawing exercises, from which it appears that some progress has been made in an art which is most valuable to a teacher. The illustrations of collective lessons in institutions where the drawing is good are often very striking, and I have ascertained that the exercises are much liked by the students, and have a good effect upon their minds :—

Name of College.	Number examined.	Passed moderately well.	Passed fairly.	Took Prizes.
Bishop's Stortford - -	18	5	7	3
Brighton - - -	21	4	-	-
Bristol - - -	40	9	4	1
Borough Road - - -	51	13	24	7
Cheltenham - - -	57	15	10	18
Home and Colonial - -	111	28	18	11
Derby - - -	36	15	2	-
Liverpool - - -	30	1	1	28
Norwich - - -	14	4	6	3
Saint Leonard's - -	18	-	1	17
Salisbury - - -	49	17	2	-
Warrington - - -	75	24	10	6
Westminster - - -	32	4	-	-
Whitlands - - -	101	34	20	3
York and Ripon - -	19	4	1	1
	672	177	106	98

February 1858.

The above table shows the results of the examinations in drawing in training colleges for schoolmistresses. Those students who passed moderately well may be held to have given considerable attention to drawing; those who passed fairly to have been more successful; and those who took prizes are qualified to teach the subjects for which the prizes have been awarded, in some cases two or more.

(Signed) H. A. BOWLER.
(Department of Science and Art.)

FINANCIAL STATEMENT for the

INCOME. - - - - -

Name of Training College.	Endowment.	Annual Subscriptions or special Donations.	Grants from Diocesan Board.	Fees of Students (paid by themselves or their Relations).	Fees paid by Private Patrons.	Government Exhibitions for Queen's Scholars.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bishop's Stortford -	- -	700 2 1	- - -	264 0 0	133 16 10	240 0 0
Brighton -	- -	190 3 4	- - -	469 13 4	- - -	193 10 0
Bristol, Gloucester, and Oxford.	- -	536 10 6	- - -	597 15 0	- - -	225 5 0
Cheltenham -	- -	138 9 3	- - -	135 13 0	- - -	633 0 0
Derby -	- -	300 0 0	25 0 0	362 0 0	20 0 0	250 10 0
Home and Colonial -	- -	1,264 4 5	- - -	2,125 3 9	410 9 8	1,532 16 8
Norwich -	- -	244 18 0	25 0 0	229 10 0	- - -	255 0 0
Salisbury -	- -	- - -	357 13 0	452 19 0	- - -	403 15 0
Truro -	- -	22 9 0	77 0 0	97 0 0	- - -	- - -
Warrington -	- -	- - -	280 9 1	296 7 3	- - -	1,007 5 0
Whitelands -	- -	127 0 0	1,150 0 0	120 5 0	- - -	1,287 15 0
York and Ripon -	- -	- - -	93 3 6	253 6 8	- - -	221 0 0

EXPENDITURE. - - - - -

Name of Training College.	Tuition.	Cost of supporting Model or Practising Schools.	Board of all Residents.	Washing of Students.	Washing of Servants.	Wages of Servants.	Fuel and Lights.	Other House-keeping Expenses.	Medical Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bishop's Stortford.	418 5 0	60 0 0	786 9 5	- -	- -	60 15 0	108 17 0	- -	32 4 2
Brighton -	277 10 0	111 19 1½	442 19 2	58 19 11½	19 2 0	21 19 10	53 10 9	39 8 10	14 16 2
Bristol, Gloucester, and Oxford.	346 0 0	50 1 1	588 11 5½	64 12 1	5 4 0	69 16 4	100 17 5	- -	11 7 6
Cheltenham -	570 0 0	83 17 7	618 1 11	93 11 1	- -	48 19 3	47 8 3	45 7 5	12 19 0
Derby -	381 8 1	- -	538 2 2	77 0 0	- -	40 15 0	44 0 4	69 19 5	20 0 0
Home and Colonial.	1,139 5 0	468 19 0	2,953 18 0	281 7 11	- -	130 0 0	234 18 8	488 14 3	100 0 6
Norwich -	315 0 0	- -	397 9 8½	26 7 7½	4 0 0	38 4 0	38 5 6	22 19 8½	- -
Salisbury -	394 10 8	40 15 10	735 12 6½	40 14 8½	- -	87 8 0	63 10 8	76 15 8	2 10 7
Truro -	34 4 0	- -	132 0 0	- -	- -	- -	13 16 0	1 11 6	0 3 6
Warrington -	487 0 0	40 0 0	1,113 7 6	69 1 6	- -	75 7 6	109 19 5	45 10 0	24 6 2
Whitelands -	1,314 16 6	- -	1,107 11 2	58 19 11	- -	100 6 7	254 10 3	63 7 10	53 1 6
York and Ripon.	212 0 0	9 0 1	421 11 0	20 16 0	21 8 10½	29 15 7	29 13 0	6 4 2	8 5 9

ended 31st DECEMBER 1857.

INCOME.

	Exhibitions founded by Diocesan Boards, or other Bodies.	Exhibi- tions founded by Private Patrons.	Collec- tions in Churches.	Contribu- tions to Building Fund.	From other Sources.	Total.	Name of Training College.
<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	
0	- - -	- - -	- - -	- - -	47 6 3	1,353 5 2	Bishop's Stortford.
4	- - -	- - -	- - -	- - -	104 7 11	1,066 7 11	Brighton.
0	- - -	- - -	119 5 8	470 16 5	6 0 0	2,079 12 7	Bristol, Gloucester, and Oxford.
0	- - -	- - -	- - -	- - -	44 13 10	1,755 16 0	Cheltenham.
4	10 0 0	- - -	- - -	- - -	89 17 5	1,334 0 0	Derby.
0	- - -	- - -	- - -	- - -	950 16 5	7,307 10 11	Home and Colonial.
8	- - -	- - -	5 10 0	- - -	- - -	940 4 8	Norwich.
8	- - -	8 0 0	- - -	- - -	35 17 6	1,633 11 6	Salisbury.
-	- - -	- - -	- - -	- - -	- - -	197 4 0	Truro.
4	- - -	- - -	- - -	- - -	20 0 0	2,138 14 8	Warrington.
0	30 0 0	- - -	- - -	- - -	335 8 1	4,276 8 1	Whitlands.
0	- - -	- - -	- - -	- - -	133 4 6	862 14 8	York and Ripon.

EXPENDITURE.

Printing, Sta- tionery, Postages, &c.	Rent.	Rates.	Taxes.	Insu- rance.	Garden, Farm House, &c.	Other current Expen- diture.	Total.	Name of Training College.
<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	
26 18 2	- - -	56 14 4	- - -	- - -	44 13 8	164 12 6	1,783 6 9	Bishop's Stortford.
21 7 10	- - -	34 3 4	- - -	10 15 6	- - -	23 6 0	1,133 3 1	Brighton.
40 12 7	- - -	31 15 7	- - -	13 11 6	15 13 6	88 17 10	1,448 6 5	Bristol, Glou- cester, and Oxford.
48 15 6	150 0 0	18 13 8	9 12 2	1 16 0	62 0 0	41 0 3	1,939 10 0	Cheltenham.
- - -	- - -	54 4 9	13 8 2	5 12 6	- - -	31 14 11	1,320 3 2	Derby.
174 4 11	377 4 2	89 9 8	- - -	20 16 4	- - -	669 0 1	7,307 10 11	Home and Colonial.
- - -	- - -	41 1 7	20 15 4	3 7 6	- - -	32 6 7	980 8 0	Norwich.
30 5 11	23 0 6	32 19 2	- - -	- - -	- - -	- - -	1,633 11 6	Salisbury.
- - -	- - -	- - -	- - -	- - -	- - -	- - -	188 16 6	Truro.
- - -	- - -	41 1 6	- - -	12 19 6	- - -	35 0 0	2,128 14 8	Warrington.
- - -	415 14 11	- - -	- - -	- - -	- - -	695 6 6	4,273 7 2	Whitlands.
- - -	- - -	23 4 9	7 11 0	3 12 0	7 17 5	41 5 10	862 14 8	York and Ripon.

The following table shows the actual average cost per head of tuition, housekeeping, and of the entire maintenance of each institution, calculated according to the numbers in residence at Lady-day 1857 :—

No.	—	Tuition.	Housekeeping.	Total.
		£ s. d.	£ s. d.	£ s. d.
40	Bishop's Stortford - -	10 9 1½	13 18 0½	44 11 8
34	Brighton - - - -	8 2 0½	18 14 1½	33 6 6½
47	Bristol and Gloucester -	7 11 5½	17 12 9½	30 16 3½
59	Cheltenham - - - -	9 13 2½	14 9 3½	32 17 5½
40	Derby - - - - -	9 8 10½	19 4 10½	33 0 0½
170	Home and Colonial - -	6 14 0½	24 6 11	42 19 8½
24	Norwich - - - - -	13 2 6	21 19 6½	39 0 4
53	Salisbury - - - -	7 8 10½	18 18 11½	30 16 5½
84	Warrington - - - -	5 15 11½	16 16 3	25 9 2½
109	Whitlands - - - -	12 3 5½	14 13 5½	39 11 4
25	York and Ripon - - -	8 9 7	21 1 2½	34 10 2

Comparing the returns with those for 1856, I find that the average cost per head has increased, but not considerably :—

1856.	1857.
£ s. d.	£ s. d.
36 11 7½	44 11 8
33 8 9½	33 6 6½
44 8 1½	30 16 3½
33 3 8½	32 17 5½
31 4 7½	33 0 0½
35 17 1½	42 19 8½
46 11 0½	39 0 4
25 1 8½	30 16 5½
23 11 2½	25 9 2½
37 3 11½	39 11 4
35 2 7½	34 10 2

These results seem to bear out my conclusion, that upon the average, the cost of each student will be 40*l.* in small institutions, and somewhat less when the number in residence exceeds 50.

The housekeeping expenses are under 20*l.* The apparent excess at the Home and Colonial is owing to the number of students not regularly in residence; that at York and Ripon, and at Norwich, to the small number of residents.

The expenses of tuition are likely to increase, but not to any considerable extent. At present the duties of chaplain and chief lecturer are generally under paid, but the governesses receive fair salaries, and the managers have in all cases attended to the suggestions which I have frequently made, to increase the number of officers.

The expenses are provided for by grants from your Lordships, by fees paid by students or their friends, and by annual subscriptions and donations.

I. GRANTS for EXHIBITIONS and EXAMINATIONS.

1855.	1856.	1857.
£ s. d.	£ s. d.	£ s. d.
8,190 1 10	8,518 13 0	11,486 10 0

The increase is chiefly owing to the larger number of Queen's scholars.

II. FEES paid by STUDENTS or their FRIENDS.

1855.	1856.	1857.
£ s. d.	£ s. d.	£ s. d.
6,790 13 5 -	7,289 2 10 -	6,049 19 6

III. SUBSCRIPTIONS, DONATIONS, and GRANTS from BOARDS.

6,820 13 5½ -	6,346 13 0 -	5,532 2 8
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These returns corroborate the opinions which I expressed last year. It is evident that, upon the whole, the institutions are prosperous. Doubtless some difficulty is felt, and always must be felt, in keeping up the annual subscriptions, but the amount now raised ought not to be diminished. It is a small contribution, considering that these institutions belong to the dioceses in which they stand, and are entirely managed by local committees. They are the property of the Church, whose principles are inculcated in the minds of all the students, and whose daughters will be educated to a great extent by mistresses trained in them. On the other hand, I cannot regret the increase in the grants made by your Lordships. That increase was expected, and entered into the calculations of the persons by whose exertions and munificence these institutions were originally founded; nor is the total amount of the grants by any means unreasonably large, considered either with reference to the general scale of assistance given to elementary schools, to the paramount importance of the objects contemplated, or to the value of the results achieved by the energy, the zeal, the Christian principle, and sound judgment of those by whom these training colleges are conducted and maintained.

I have the honor to be, &c.

F. C. COOK.

*To the Right Honorable
The Lords of the Committee of Council on Education.*

APPENDIX A.

CANDIDATES FOR CERTIFICATES.

Females.

Name of Training Colleges.	Second Year.					First Year.				
	First Class.	Second Class.	Third Class.	Failure.	Total.	First Class.	Second Class.	Third Class.	Schedule.	Failure.
Bishop's Stortford	-	5	3	-	8	2	6	9	5	3
Borough Road (British and Foreign School Society's)	-	4	2	-	6	9	22	10	5	1
Brighton	-	1	-	1	2	1	5	6	1	6
Bristol, Gloucester, and Oxford	1	1	-	-	2	1	9	12	12	1
Cheltenham	2	6	-	-	8	10	28	9	3	1
Derby	-	2	-	-	2	5	11	10	7	5
Home and Colonial School Society's	9	14	-	-	23	23	34	22	3	2
St. Leonard's (Roman Catholic)	3	5	2	-	10	1	3	3	2	9
Liverpool (Roman Catholic)	-	4	5	1	10	10	8	4	-	23
Norwich	2	1	-	-	3	5	6	-	-	11
Salisbury	1	6	1	-	8	2	11	12	2	9
Warrington	3	7	2	1	13	2	23	20	1	4
Westminster (Wesleyan)	-	2	6	-	8	3	8	10	4	1
Whitlands	15	23	5	-	43	13	29	15	2	2
York and Ripon	1	-	2	-	3	1	6	5	3	1
Total	37	81	28	3	149	98	212	147	57	39

APPENDIX B.

RESULTS OF EXAMINATIONS HELD AT CHRISTMAS 1857.

BISHOP'S STORTFORD (FEMALE) TRAINING COLLEGE.

First Year { 25 Candidates.
 { 17 Certificates.Second Year { 8 Candidates.
 { 8 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	7	7	17	1	1	-	5	-	-	-	-	-
Liturgy and Church history	-	-	3	1	13	2	4	1	-	-	-	-	-	-
Arithmetic	-	-	10	2	10	4	4	2	1	-	-	-	-	-
Industrial skill	3	-	11	5	11	3	-	-	-	-	-	-	-	-
English grammar	-	-	12	6	12	2	1	-	-	-	-	-	-	-
English history	-	-	-	2	13	6	7	-	5	-	-	-	-	-
Geography	-	-	-	3	7	5	11	-	7	-	-	-	-	-
Domestic economy	1	-	3	4	9	3	10	-	1	2	-	-	-	-
School management	-	-	2	6	4	1	17	-	2	-	-	-	-	-
Vocal music	2	-	11	3	11	4	1	-	-	-	-	-	-	-
Drawing	-	-	-	-	-	-	-	-	4	3	-	-	-	-
Reading	-	-	14	5	10	5	1	-	-	-	-	-	-	-
Spelling	-	-	23	3	1	1	-	-	-	-	-	-	-	-
Penmanship	-	-	1	3	5	3	19	2	-	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	6	-	12	-	6	-	1	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	3	-	3	-	-	-	-	-	-	-	2
Inspector's report (Students of 2nd year only)	-	-	-	4	-	4	-	-	-	-	-	-	-	-

BRIGHTON (FEMALE) TRAINING COLLEGE.

First Year { 19 Candidates.
12 Certificates.

Second Year { 2 Candidates.
1 Certificate.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	4	1	15	-	1	-	-	-	-	-	-	-
Liturg and Church history	-	-	-	-	8	2	4	-	4	-	2	-	1	-
Arithmetic	-	-	5	-	6	-	5	1	3	1	-	-	-	-
Industrial skill	-	-	9	1	9	1	1	-	-	-	-	-	-	-
English grammar	-	-	11	2	7	1	1	-	-	-	-	-	-	-
English history	-	-	1	-	8	1	8	1	2	-	-	-	-	-
Geography	-	-	-	-	4	1	4	1	2	-	-	-	-	-
Domestic economy	-	-	1	-	11	2	4	-	2	-	1	-	-	-
School management	-	-	2	1	13	1	3	-	1	-	-	-	-	-
Vocal music	-	-	-	-	6	2	11	-	1	-	-	-	1	-
Drawing	-	-	-	-	-	-	2	-	9	1	-	-	3	1
Reading	-	-	6	2	9	-	4	-	-	-	-	-	-	-
Spelling	-	-	19	2	-	-	-	-	-	-	-	-	-	-
Penmanship	-	-	-	-	2	14	-	5	-	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	1	-	9	-	7	-	2	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	-	-	2	-	-	-	-	-	-	-	-

BRISTOL AND GLOUCESTER (FEMALE) TRAINING COLLEGE.

First Year { 39 Candidates.
21 Certificates.

Second Year { 2 Candidates.
2 Certificates.

Religious knowledge	-	-	8	2	22	-	2	-	-	-	-	-	1	-
Liturg and Church history	-	-	4	-	16	2	18	-	1	-	-	-	-	-
Arithmetic	-	-	3	1	15	1	12	-	8	-	1	-	-	-
Industrial skill	-	-	16	2	20	-	4	-	-	-	-	-	-	-
English grammar	-	-	15	1	17	1	6	-	-	-	-	-	1	-
English history	-	-	1	-	19	2	14	-	5	-	-	-	-	-
Geography	-	-	-	-	4	2	19	-	18	-	3	-	-	-
Domestic economy	-	1	4	-	22	2	10	-	2	-	-	-	-	-
School management	-	-	6	2	17	-	16	-	-	-	-	-	-	-
Musie	-	-	2	8	24	-	10	-	-	-	-	-	2	-
Drawing	-	-	-	-	-	-	8	-	23	2	-	-	6	-
Reading	-	-	17	2	18	-	8	-	1	-	-	-	-	-
Spelling	-	-	37	2	2	-	-	-	-	-	-	-	-	-
Penmanship	-	-	2	1	22	1	14	-	1	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	16	-	18	-	5	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	2	-	-	-	-	-	-	-	-	-	-

CHELTEMHAM (FEMALE) TRAINING COLLEGE.

First Year { 49 Candidates.
45 Certificates.

Second Year { 8 Candidates.
8 Certificates.

Religious knowledge	-	-	14	8	35	-	-	-	1	-	-	-	-	-
Liturg and Church history	-	-	16	5	30	2	10	-	1	-	-	-	-	-
Arithmetic	-	-	30	6	10	2	4	-	1	-	-	-	-	-
Industrial skill	-	-	4	1	27	8	13	4	3	-	-	-	-	-
English grammar	-	-	33	8	14	-	2	-	-	-	-	-	-	-
English history	-	-	7	-	26	7	4	1	-	-	-	-	-	-
Geography	-	-	-	-	2	12	6	25	-	2	-	-	-	-
Domestic economy	-	1	7	-	26	6	13	-	1	-	1	-	-	-
School management	-	-	19	8	26	-	4	-	-	-	-	-	-	-
Musie	-	2	13	1	16	5	10	3	1	-	-	-	7	-
Drawing	-	-	8	-	9	-	18	1	18	7	-	-	1	-
Reading	-	-	9	6	35	-	5	-	-	-	-	-	-	-
Spelling	-	-	46	7	1	-	-	-	-	-	1	-	-	-
Penmanship	-	-	2	-	14	7	30	1	3	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	24	-	25	-	-	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	1	4	-	2	-	1	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	1	-	6	1	-	-	-	-	-	-	-	-	-

DERBY (FEMALE) TRAINING COLLEGE.

First Year {34 Candidates.
26 Certificates.Second Year {2 Candidates.
2 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	5	2	22	-	7	-	-	-	-	-	-	-
Liturgy and Church history	-	-	9	1	15	2	7	-	3	-	-	-	-	-
Arithmetic	4	-	10	-	10	2	10	-	-	-	-	-	-	-
Industrial skill	6	-	26	2	2	-	1	-	-	-	-	-	-	-
English grammar	-	-	14	-	12	1	7	1	-	-	-	-	-	-
English history	-	-	3	-	3	2	14	-	13	-	-	-	1	-
Geography	-	-	-	1	7	1	9	-	16	-	2	-	-	-
Domestic economy	2	-	8	-	16	2	7	-	1	-	-	-	-	-
School management	1	-	17	2	15	-	1	-	-	-	-	-	-	-
Vocal music	2	-	10	-	13	1	2	1	30	1	1	-	2	1
Drawing	-	-	2	-	-	-	2	-	-	-	-	-	-	-
Reading	-	-	2	2	2	-	5	-	-	-	-	-	-	-
Spelling	-	-	31	3	9	1	1	1	-	-	-	-	-	-
Pennmanship	-	-	12	-	-	-	15	1	1	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	1	-	15	-	16	-	2	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	2	-	-	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	2	-	-	-	-	-	-	-	-	-	-	-

HOME AND COLONIAL SCHOOL SOCIETY'S (FEMALE) TRAINING COLLEGE.

First Year {89 Candidates.
79 Certificates.Second Year {23 Candidates.
23 Certificates.

Religious knowledge	1	4	19	15	69	4	-	-	-	-	-	-	-	-
Liturgy and Church history	-	-	22	2	34	21	23	-	1	-	-	-	-	-
Arithmetic	2	4	49	19	23	-	15	-	-	-	-	-	-	-
Industrial skill	6	3	35	13	41	7	6	-	-	-	-	-	-	-
English grammar	1	-	69	21	19	2	-	-	-	-	-	-	-	-
English history	-	-	9	7	41	16	33	-	6	-	-	-	-	-
Geography	-	1	9	7	48	18	31	2	1	-	-	-	-	-
Domestic economy	4	-	11	3	48	19	23	1	1	-	1	-	1	-
School management	2	-	33	19	44	4	10	-	-	-	-	-	-	-
Music	6	6	18	13	42	3	18	-	-	-	-	-	6	1
Drawing	-	-	1	-	6	4	27	10	43	9	-	-	12	-
Reading	17	3	65	17	7	3	-	-	-	-	-	-	-	-
Spelling	-	-	80	21	-	2	-	-	-	-	-	-	-	-
Pennmanship	-	-	5	10	34	13	49	-	1	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	4	-	41	-	37	-	3	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	13	-	9	-	1	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	8	-	14	-	1	-	-	-	-	-	-	-	-

NORWICH (FEMALE) TRAINING COLLEGE.

First Year {11 Candidates.
11 Certificates.Second Year {3 Candidates.
3 Certificates.

Religious knowledge	-	-	9	3	2	-	-	-	-	-	-	-	-	-
Liturgy and Church history	-	-	6	3	4	1	1	-	-	-	-	-	-	-
Arithmetic	1	-	6	3	4	-	1	-	-	-	-	-	-	-
Industrial skill	1	2	9	1	1	-	-	-	-	-	-	-	-	-
English grammar	-	-	5	2	5	1	1	-	-	-	-	-	-	-
English history	-	-	1	-	6	2	4	1	-	-	-	-	-	1
Geography	-	1	1	2	5	-	5	-	-	-	-	-	-	-
Domestic economy	1	-	1	3	7	-	2	-	-	-	-	-	-	-
School management	-	-	4	3	5	-	2	-	-	-	-	-	-	-
Music	2	-	5	3	2	-	2	-	-	-	-	-	-	-
Drawing	-	-	1	-	3	-	6	2	1	1	-	-	-	-
Reading	-	-	3	3	8	-	-	-	-	-	-	-	-	-
Spelling	-	-	11	3	-	-	-	-	-	-	-	-	-	-
Pennmanship	-	-	-	3	5	-	5	-	1	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	1	-	8	-	2	-	-	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	3	-	-	-	-	-	-	-	-	-	-

SALISBURY (FEMALE) TRAINING COLLEGE.

First Year {42 Candidates.
25 Certificates.

Second Year {8 Candidates.
8 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	7	6	26	2	11	-	1	-	-	-	-	-
Literary and Church history	-	-	3	3	22	2	16	-	1	-	-	-	-	-
Arithmetic	-	-	10	8	15	2	12	-	5	-	-	-	-	-
Industrial skill	-	6	19	6	12	-	5	-	-	-	-	-	-	-
English grammar	-	-	18	6	22	2	2	-	-	-	-	-	-	-
English history	-	-	4	1	30	7	4	-	3	-	-	-	-	-
Geography	-	-	1	-	4	3	25	5	11	-	1	-	-	-
Domestic economy	-	-	2	1	25	7	9	-	4	-	2	-	-	-
School management	-	-	1	6	17	2	19	-	5	-	-	-	-	-
Music	-	-	11	3	23	3	5	-	-	-	-	-	-	-
Drawing	-	-	-	-	-	-	2	-	33	6	-	-	-	-
Reading	-	-	1	23	7	13	-	-	2	-	-	-	-	-
Spelling	-	-	37	8	4	-	1	-	-	-	-	-	-	-
Penmanship	-	-	1	5	10	3	22	-	9	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	12	-	17	-	12	-	1	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	3	-	4	-	1	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	3	-	5	-	-	-	-	-	-	-	-

WARRINGTON (FEMALE) TRAINING COLLEGE.

First Year {62 Candidates.
56 Certificates.

Second Year {13 Candidates.
12 Certificates.

Religious knowledge	-	-	8	22	9	26	1	1	-	-	-	-	-	-
Literary and Church history	-	-	-	7	5	25	8	27	-	3	-	-	-	-
Arithmetic	-	-	2	1	28	12	29	-	2	-	-	-	-	-
Industrial skill	-	4	-	34	2	19	11	3	-	-	-	-	2	-
English grammar	-	-	-	42	11	16	2	4	-	-	-	-	-	-
English history	-	-	-	11	6	32	7	17	-	2	-	-	-	-
Geography	-	-	-	3	3	18	6	29	4	12	-	-	-	-
Domestic economy	-	2	-	18	2	30	11	14	-	2	-	1	-	-
School management	-	1	17	7	32	5	18	5	-	-	-	-	-	-
Music	-	3	-	11	3	34	9	13	1	-	-	-	1	-
Drawing	-	-	-	-	-	-	-	11	-	33	13	-	18	-
Reading	-	-	1	8	4	19	7	24	1	11	-	-	-	-
Spelling	-	-	-	65	12	6	1	1	-	-	-	-	-	-
Penmanship	-	-	-	10	6	26	5	26	2	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	-	23	-	26	-	12	-	1	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	9	-	4	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	1	-	7	-	4	-	1	-	-	-	-	-

WHITELANDS (FEMALE) TRAINING COLLEGE.

First Year {59 Candidates.
57 Certificates.

Second Year {43 Candidates.
43 Certificates.

Religious knowledge	-	-	1	2	15	29	43	19	-	-	-	-	-	-
Literary and Church history	-	-	2	-	19	18	25	25	17	-	2	-	-	-
Arithmetic	-	-	3	5	34	26	16	11	6	1	-	-	-	-
Industrial skill	-	-	6	1	31	28	26	13	4	1	-	-	-	-
English grammar	-	-	-	1	40	31	16	11	3	1	-	-	-	-
English history	-	-	2	-	14	35	27	3	12	5	4	-	-	-
Geography	-	-	-	1	2	2	19	22	34	16	4	2	-	-
Domestic economy	-	-	1	2	12	31	31	19	14	1	1	-	-	-
School management	-	-	1	1	38	24	18	15	2	2	-	-	-	1
Welsh	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vocal music	-	-	11	14	25	19	1	7	7	8	-	-	-	-
Drawing	-	-	-	-	-	2	-	9	18	45	25	-	8	-
Reading	-	-	2	8	34	19	21	16	2	-	-	-	-	-
Spelling	-	-	-	-	59	42	-	1	-	-	-	-	-	-
Penmanship	-	-	-	-	4	1	17	33	34	9	4	1	-	-
Notes of a lesson (Students of 1st year only)	-	-	1	-	29	-	37	-	2	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	-	22	-	20	-	1	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	7	-	31	-	5	-	-	-	-	-	-

YORK AND RIPON (FEMALE) TRAINING COLLEGE.

First Year { 16 Candidates.
12 Certificates.Second Year { 3 Candidates.
3 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Religious knowledge	-	-	3	-	12	2	1	-	-	-	-	-	-	-
Liturgy and Church history	-	-	4	1	4	2	6	-	2	-	-	-	-	-
Arithmetic	-	-	5	1	7	1	2	-	2	-	-	-	-	-
Industrial skill	-	-	11	2	5	1	-	-	-	-	-	-	-	-
English grammar	-	-	6	2	10	1	-	-	-	-	-	-	-	-
English history	-	-	-	1	11	2	5	-	-	-	-	-	-	-
Geography	-	-	1	-	4	1	6	2	5	-	-	-	-	-
Domestic economy	-	-	4	-	6	3	4	-	-	-	-	-	-	-
School management	-	-	2	2	9	1	4	-	1	-	-	-	-	-
Vocal music	-	-	2	-	7	1	4	1	-	-	-	-	2	1
Drawing	-	-	1	-	-	-	-	-	11	2	-	-	-	-
Reading	-	-	8	1	8	2	-	-	-	2	-	-	-	-
Spelling	-	-	15	3	1	-	-	-	-	-	-	-	-	-
Pennmanship	-	-	1	1	8	2	5	-	1	-	-	-	-	-
Notes of a lesson (Students of 1st year only)	-	-	-	7	-	8	1	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	2	-	1	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	1	-	2	-	-	-	-	-	-	-	-	-	-

REPORT *on the TRAINING INSTITUTION of the BRITISH AND FOREIGN SCHOOL SOCIETY, in the Borough Road, Southwark, by Her Majesty's Inspector of Schools, JOSEPH BOWSTEAD, Esq., M.A. ;—for the Year 1857.*

MY LORDS,

January 1858.

I HAVE the honor to report that I visited this institution in the first week of November last, and that, by your Lordships' direction, I had the valuable assistance of my colleague, Mr. Laurie, throughout the whole course of the inspection which I made upon that occasion.

We found the general condition of the institution to be exactly such as was described by our colleague, Mr. J. D. Morell, in his report for 1856. The demand for admission to the establishment has evidently outgrown the accommodation afforded by the original design. It has become necessary to rent two separate houses,—one for the male and the other for the female students,—at a distance from the main building, in order to provide sufficient sleeping apartments; and additional lecture-rooms, class-rooms, and examination halls are urgently needed, especially on the female side.

On the male side, indeed, a very convenient lecture-room has been added since Mr. Morell's visit; an adjoining apartment has been fitted up with a furnace and all the appliances required for the safe keeping and use of a complete set of chemical and philosophical apparatus; and by a well-contrived opening between the two, the means of illustrating the various branches of physical science have been effectually secured. We paid especial attention to these arrangements, and satisfied ourselves that the conditions under which grants of scientific apparatus are made to training colleges had been in this case most satisfactorily fulfilled.

In the female department no further accommodation has been provided, nor is it possible to suggest any unobjectionable mode of making such provision upon the present confined site. There is but one class-room and one large lecture-room for the ordinary use of the students. The class-room is inconveniently situated, and the lecture-room is also used as a dining-room. As this apartment is not large enough to admit the whole of the female students to dinner at once, it is ne-

cessary to have two dinners in succession every day, and to follow up the second dinner, after a very short interval, by a lecture.

The inconvenience of these arrangements is fully appreciated by the Committee of the British and Foreign School Society ; they have made repeated but hitherto unsuccessful efforts to purchase adjoining premises ; and we were assured by their secretary, Mr. Wilks, that the present state of things was to be regarded as merely temporary, and that active measures are in progress with a view to provide greatly extended accommodation. We understood also that, whenever fresh arrangements were made, care would be taken to annex an infant school to the female department.

If it were necessary to urge any more reasons for enlarging the accommodation afforded by this institution, they would be found in the facts, that several candidates who successfully passed the recent examination for Queen's scholarships have been unable to obtain admittance, and that some even of those students, who were "scheduled" at the close of their first year, cannot be allowed to return for the purpose of completing their studies and ultimately obtaining certificates of merit.

The following statement exhibits the financial condition of the whole establishment. It is scarcely practicable to separate the items which relate exclusively to the training departments from the general expenditure of which they form a part :—

From February 1, 1856, to January 31, 1857.

RECEIPTS.		PAYMENTS.			
	£ s. d.		£ s. d.	£ s. d.	£ s. d.
Subscriptions—		Boston Road Model Schools.		404 18 0	
Her Majesty Queen Victoria	100 0 0	Boys—School Materials, Rewards, Salaries, &c.		111 19 6	
His Grace the Duke of Bedford	100 0 0	Girls—School Materials, Rewards, Salaries, &c.			516 17 6
Annual Subscriptions	1,148 5 6				
Donations		TRAINING DEPARTMENT:			
Insurances on Special Subscriptions, £5,000 Fund	497 10 0	Board and Lodging of Teachers, Males		2,007 10 1	
Auxiliary Societies	180 0 0	Board and Lodging of Teachers, Females		1,148 19 1	
Borough Road Schools—Children's Pence, Boys	541 2 10	Books, &c.		139 15 11	
Ditto	122 3 8	Coals, Gas, and Water		194 19 11	
Rents received		Furniture		109 19 8	
Payments in part of Expenses in Board and Lodging—		Principal, and Assistant Tutors		1,549 5 0	
By Teachers in Male Department	197 2 0	Medical Attendance and Incidentals		68 15 6	
Ditto Female ditto	375 4 0				
Dividends on £5,044 2s. 6d., 3 per cent. Consols, invested for special purposes, to Christmas, 1856	278 19 6	TRAVELLING AGENTS:			
Dividends on £200 10s., 3 per cent. Consols, for the Education of Children of Insolvent Debtors in the Queen's Bench	80 0 3	Expenses attendant on Formation of Auxiliaries, and Examination of Schools in London and the Country.			
Dividends on £5,000, 3 per cent. Consols, Estate of the late James Grant, Esq., invested for special purposes	225 0 0	CORRY SCHOOT TRUST:			
Bowlett, W., Esq., Estate of, Income Tax returned	61 14 8	Balance of Account with J. D. Gatch, Esq., Treasurer, School Materials, Repairs, &c.			
Dividends	1,800 0 0	Money and School Materials on behalf of Schools at home and abroad			
Corry School Trust, from the Executors of the late William Bowlett, Esq.		GRANTS:			
Committee of Council on Education (Annual Grant)	750 0 0	GENERAL EXPENSES:			
Ditto on Account of Certificated Teachers and Queen's Scholars	2,778 10 0	SECRETARY		849 0 0	
Capital, for Deficiency of Income		Principal and Paper for Report, Educational Record, &c.		133 10 0	
		Stationery, Books, &c.		261 12 1	
		Postages, Parcels, and Messengers		108 9 9	
		Expenses of General Meeting, Examinations, and Examinations of the Students		73 19 8	
		Collector's Stundage		64 0 0	
		Repairs, Alterations, &c.		650 4 6	
		Accumulation (1854—5)		37 17 6	
		Rents		148 9 4	
		Insurance		31 8 6	
		Notes and Taxes		823 19 1	
		Travelling Expenses		14 4 7	
		Incidental Expenses		45 6 8	
Depository—Amount credited as per Account, including Materials for Grants, Normal College, and Model Schools					2,100 16 3
		DEPOSITORY:			
		Amount paid for School Materials and Expenses			9,837 10 9
					5,769 4 10
					£11,906 15 7

The whole number of students trained in the institution during the past year will be gathered from the following tables:—

Table I.—NORMAL COLLEGE. (Young Men.)

Number of students attending the classes during the year	-	134
Entered during the same period	-	62
On the list, April 1, 1856	-	72
Submitted for examination for certificates of merit	-	59
Obtained certificates	-	52
Scheduled	-	7
Queen's scholars admitted	-	44
Appointed to schools	-	54
Withdrawn for various causes	-	9
On the list, April 1, 1857	-	69

Table II.—NORMAL COLLEGE. (Young Women.)

Students attending classes during the year	-	146
Entered during the year	-	73
On the list, April 1, 1856	-	73
Submitted for examination for certificates of merit	-	57
Obtained certificates	-	38
Scheduled	-	15
Queen's scholars admitted	-	39
Appointed to Schools	-	60
Withdrawn for various causes	-	10
On the list, April 1, 1857	-	76

The success with which this large body of students of both sexes has been instructed is sufficiently proved by the results of the Christmas examinations for certificates of merit. As the usual tabulated statements did not reach Mr. Morell in time for publication in his report last year, I now give the results for Christmas 1856, as well as those of the last examination:—

I. MALE DEPARTMENT, CHRISTMAS, 1856.

First Year { 40 Candidates.
42 Certificates.Second Year { 10 Candidates.
10 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Grammar and English Literature.	6	-	27	6	12	4	4	-	-	-	-	-	-	-
History	-	-	28	6	20	4	3	-	-	-	-	-	-	-
Geography and Popular Astronomy.	-	2	5	6	25	2	18	-	-	-	1	-	-	-
Arithmetic and Book-keeping.	4	-	28	-	15	-	2	-	-	-	-	-	-	-
Euclid, Students of First Year only.	2	-	32	-	13	-	1	-	-	-	1	-	-	-
Algebra, Students of First Year only.	1	-	6	-	28	-	7	-	4	-	-	-	3	-
Industrial Mechanics, Students of First Year only.	1	-	9	-	29	-	8	-	2	-	-	-	-	-
Physical Science, Students of Second Year only.	-	-	-	8	-	2	-	-	-	-	-	-	-	-
Higher Mathematics, Students of Second Year only.	-	1	-	5	-	3	-	1	-	-	-	-	-	-
Logarithmic Arithmetic, Students of Second Year only.	-	2	-	4	-	2	-	2	-	-	-	-	-	-
Vocal Music	-	-	8	1	18	4	12	4	9	1	2	-	-	-
Drawing	-	-	10	3	34	5	4	2	1	-	-	-	-	-
School Management	2	-	19	7	24	2	4	-	-	-	-	-	-	-
Latin	-	-	-	-	1	-	2	-	-	-	-	-	-	-
Reading	-	-	30	8	17	2	3	-	-	-	-	-	-	-
Spelling	-	-	48	10	1	-	-	-	-	-	-	-	-	-
Penmanship	9	2	16	7	18	-	6	1	-	-	-	-	-	-
Inspectors' Report, Students of Second Year only.	-	-	-	7	-	3	-	-	-	-	-	-	-	-

The seven candidates who did not obtain Certificates were scheduled. None failed entirely.

II. MALE DEPARTMENT, CHRISTMAS, 1857.

First Year { 40 Candidates.
36 Certificates.Second Year { 12 Candidates.
12 Certificates.

Grammar and English Literature.	3	-	29	8	16	3	1	1	-	-	-	-	-	-
History	2	-	17	11	19	1	9	-	2	-	-	-	-	-
Geography	2	1	20	6	24	5	3	-	-	-	-	-	-	-
Arithmetic	3	-	6	1	20	9	16	2	4	-	-	-	-	-
Euclid, Students of First Year only.	5	-	24	-	18	-	5	-	2	-	-	-	-	-
Algebra, Students of First Year only.	3	-	12	-	19	-	11	-	4	-	-	-	-	-
Industrial Mechanics, Students of First Year only.	-	-	5	-	20	-	14	-	8	-	1	-	-	-
Higher Mathematics, Students of Second Year only.	-	-	-	7	-	5	-	-	-	-	-	-	-	-
Vocal Music	-	1	6	1	18	10	22	-	-	-	-	-	3	-
Drawing	3	3	11	-	17	4	10	4	1	-	-	-	7	1
School Management	2	2	35	10	12	-	-	-	-	-	-	-	-	-
Welsh	-	-	1	-	6	1	3	-	1	-	-	-	-	-
Reading	1	-	33	7	15	4	-	1	-	-	-	-	-	-
Spelling	-	-	31	12	16	-	2	-	-	-	-	-	-	-
Penmanship	-	-	21	9	27	3	1	-	-	-	-	-	-	-
Inspectors' Report, Students of Second Year only.	-	1	-	5	-	6	-	-	-	-	-	-	-	-

Twelve of those who did not obtain Certificates were scheduled. Only one failed entirely.

III.—FEMALE DEPARTMENT, CHRISTMAS, 1856.

First Year { 47 Candidates.
28 Certificates.Second Year { 10 Candidates.
10 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Arithmetic	-	-	13	7	23	3	10	-	2	-	-	-	-	-
English Grammar	-	-	6	8	34	2	7	-	-	-	-	-	-	-
Geography	-	-	7	5	26	4	14	1	-	-	-	-	-	-
History	1	1	13	8	20	1	11	-	2	-	-	-	-	-
School Management	-	-	5	7	33	3	10	-	-	-	-	-	-	-
Notes of a Lesson, Students, First Year.	-	-	16	-	25	-	5	-	1	-	-	-	-	-
Essay, Students, Second Year.	-	2	-	6	-	2	-	-	-	-	-	-	-	-
Domestic Economy	5	1	12	5	15	2	15	2	-	-	-	-	-	-
Industrial Skill	8	-	18	5	12	2	8	2	2	-	-	-	-	-
Drawing	-	-	-	1	3	6	2	24	1	12	-	-	-	-
Music	-	-	3	1	13	3	20	4	10	1	1	1	1	-
Reading	-	-	43	10	3	-	1	-	-	-	-	-	-	-
Spelling	-	-	37	10	9	-	1	-	-	-	-	-	-	-
Penmanship	-	-	-	1	32	7	15	2	-	-	-	-	-	-
Inspector's Report, Students, Second Year.	-	-	-	9	-	1	-	-	-	-	-	-	-	-

Of the nineteen who did not obtain certificates, fifteen were scheduled and four failed.

IV.—FEMALE DEPARTMENT, CHRISTMAS, 1857.

First Year { 46 Candidates.
41 Certificates.Second Year { 6 Candidates.
6 Certificates.

Arithmetic	1	-	23	6	12	-	5	-	-	-	-	-	-	-
Industrial Skill	4	-	23	6	16	-	3	-	-	-	-	-	-	-
English Grammar	-	-	33	2	10	4	3	-	-	-	-	-	-	-
English History	-	-	14	1	19	5	12	-	1	-	-	-	-	-
Geography	-	-	3	1	23	5	20	-	1	-	-	-	-	-
Domestic Economy	3	-	13	2	26	4	3	-	1	-	-	-	-	-
School Management	1	-	12	3	29	3	4	-	-	-	-	-	-	-
Welsh	-	-	-	-	2	-	2	1	-	-	-	-	-	-
Vocal Music	4	-	6	-	29	6	4	-	-	-	-	-	3	-
Drawing	-	-	3	-	20	-	12	6	10	-	-	-	1	-
Reading	-	-	23	1	23	5	-	-	-	-	-	-	-	-
Spelling	-	-	45	4	1	2	-	-	-	-	-	-	-	-
Penmanship	-	-	2	-	16	3	28	3	-	-	-	-	-	-
Notes of a Lesson, Students, First Year only.	-	-	10	-	25	-	10	-	1	-	-	-	-	-
Essay, Students of Second Year only.	-	-	-	3	-	3	-	-	-	-	-	-	-	-
Inspector's Report, Students, Second Year only.	-	-	-	1	-	5	-	-	-	-	-	-	-	-

The five candidates who did not obtain certificates were scheduled. None failed entirely.

No change in the staff of teachers has taken place in either department since the date of Mr. Morell's report. Two of those teachers—Mr. Smith of the male department, and Miss Scott of the female department—claim grants as holders of first-class certificates of merit. I have had the honor to submit separate reports upon these claims, and to recommend in each case without hesitation that the usual augmentation of

salary should be allowed. Mr. Curtis, the Vice-Principal, also holds a first-class certificate of merit, but does not seek any grant on that account.

Mr. Fitch, the Principal, has favoured me with the following observations:—

With respect to the distribution of time, the text-books used by the students, and the general division of labour among the teachers, few modifications of importance have been made since the publication of Mr. Morell's report. Another year's experience, however, and the operation of the revised syllabus of January 1857, have combined to modify several details, and to admit of the addition of several subjects to the course.

Second Year Course.—The increased definiteness given to the work of the second year by the scheme of 1857 has proved to be of great importance. By placing physical science as an alternative, instead of an additional subject, and by narrowing the range, yet deepening the character of the history examination, the curriculum has assumed a more precise and scientific character. The course prescribed in the Rev. F. Temple's scheme is quite manageable within the year, and is a very valuable one.

On the whole, we prefer to select for all our second year students the subject of "higher mathematics," as being the best of the four alternative subjects, and the one most likely to give efficient mental training and to prove practically useful to them hereafter. But there can be no doubt that one effect of this selection is to give too great prominence to mere technical study, and too little to general literary culture. With a view to correct this tendency, three subjects have been added to the prescribed course for the second year, and are now included in our curriculum:—

- (1.) *Latin.*—The rudiments of the grammar are thoroughly learnt, and simple exercises in translation and re-translation are prepared every week. The Latin grammar is also used as a medium for furnishing information on the structure of the English language, and in this way it is attempted to give some insight into the principles of grammar, as distinguished from the mere rules of a particular language.
- (2.) *Logic.*—Morell's little treatise is thoroughly studied, and a number of exercises, partly from Euclid and partly from Whately's and other treatises, are worked by the students.
- (3.) *English Literature.*—The brief course on this subject is founded on Spalding's work, and is supplemented by a few lectures, intended to familiarize the students with the history and the works of our greatest writers, and to guide them in their future reading.

Under the title "higher mathematics" are included geometry, trigonometry, and land surveying, algebra, and a knowledge of the structure of certain scientific apparatus. To these subjects we assign the same amount of time and of teaching power as to the geometry, algebra, and mechanics of the first year. Nevertheless in the scheme of marks which accompanies the revised syllabus, only 60 marks are awarded to "good" papers on these subjects in the second year, while 160 are obtainable for the corresponding amount of success in the first year. There is a manifest want of harmony in this arrangement, as the proportion of credit to labour is either excessive in the first year or too low in the second. A representation on this subject has been made to the Education Department, and it is hoped that the scale of marks will be re-considered.

School Management.—The provision hitherto made in the college for this department of instruction includes,—(1.) Six hours' attendance in each week in the practising school, on the part of every student. (2.) Criticism lessons which are given three times a week in the presence of the principal and a class of students. (3.) Lectures on the philosophy of teaching and on

practical school matters, which are delivered twice a week by the principal. And (4.) Occasional visits to the best London schools, on which each student prepares a written report.

Two things, however, remain to be desired under this head. It has been found that the students need a more minute supervision as to their methods and style of teaching, in the classes and in the ordinary school work. The power to give a good collective lesson is not in itself a sufficient test of a teacher's qualifications. Moreover, the second year students require some practice in the management of large numbers, and are not at present entrusted with responsibility enough to test their powers of disciplining a school. The latter requirement will be partly met by sending the second year men out in turn, to supply the places of sick or absent teachers; but both points are under consideration, and will be provided for in the arrangements of next year.

Lecturerships.—The vice-principal proposes to offer himself as a candidate for a lecturership in "history," and the "tutor" either for that in "applied mathematics" or in "physical science" at the examination of next Easter. The principal has passed the lecturership examination in English literature, but is precluded by the terms of their Lordships' Minutes from holding the lecturership itself.

It only remains to state, as the general result of my inspection, that, in both departments, the tone and discipline appear to me to be entirely satisfactory, the instruction thoroughly efficient, and the institution as a whole fully entitled to your Lordships' continued and liberal support.

I feel constrained, however, to express my concurrence in the Rev. F. Temple's criticism upon the defective character of the work done by the students in the practising schools attached to the several training colleges, and also in his recommendation to add "method" to the subjects for which an augmentation of salary may be awarded under the Minute of August 1853. My acquaintance with the practical work of the normal college, unlike Mr. Temple's, is very limited; but, such as it is, it has fixed very firmly in my mind the two following conclusions;—(1.) That, for the class of students now found there, mere practice in teaching, without constant superintendence, is for the most part useless, if not injurious. And (2.) That this superintendence should invariably be undertaken by the master of method, or that officer of the institution whose duty it is to instruct the pupils in school management.

I have the honor to be, &c.

J. BOWSTEAD.

To the Right Honorable

The Lords of the Committee of Council on Education.

REPORT on the WESLEYAN TRAINING COLLEGE, in the Horseferry Road, Westminster, by Her Majesty's Inspector of Schools, J. D. MORELL, Esq., M.A. ;—for the Year 1857.

MY LORDS,

IN accordance with your Lordships' standing instructions respecting the inspection of training colleges, I visited the Wesleyan institution, in company with Her Majesty's Inspector, Mr. W. Scoltock, during the week commencing the 14th of September 1857.

I need not enter at present into any details respecting the physical arrangements of the institution, as no alteration has taken place in this respect since the former reports were issued. The only thing now to be remarked is the inadequacy of the accommodations,—not indeed for those actually residing there, but, for meeting all the demands which the institution has upon its resources for the supply of teachers to stations both at home and abroad. When the premises were first erected, they were constructed according to what was considered the *maximum* of the probable requirements; now, after five or six years of trial, the whole of the available room is occupied; and fresh schemes of enlargement are already on foot, to meet the growing demands of the constituency.

The number of students who have been in training during the past year stands as follows:—

In the MALE DEPARTMENT.

	1st Year.	2nd Year.	Total.
Queen's scholars admitted or remaining in January 1857 - - - - -	30	18	48
Special, Queen's scholars - - - - -	3	6	9
Ordinary students - - - - -	7	1	8
	40	25	65

In the FEMALE DEPARTMENT.

	1st Year.	2nd Year.	Total.
Queen's scholars - - - - -	10	9	19
Special, Queen's scholars - - - - -	1	5	6
Ordinary students - - - - -	13	2	15
	24	16	40

The present staff of professors and school-teachers is as follows :—

1. Rev. John Scott, Principal.
The religious instruction is afforded by the Principal, besides the general superintendence of the entire Institution.
2. Rev. M. C. Taylor, Secretary.
3. W. Sugden, Esq., B.A., Head Master.
Mr. Sugden's chief subjects are, pedagogic, theoretical and practical, and physical science.
4. Mr. J. L. Kinton, B.A., Resident Lecturer on English Literature.
5. „ J. R. Langler, Resident Lecturer on Geography.
6. „ Conrad Cox, B.A., Mathematical Tutor.
7. „ C. Mansford, Tutor.
8. „ E. J. West, Music Master.
9. „ J. Smetham, Drawing Master.
10. Miss Goodfellow, Industrial Mistress.
11. Serjeant Low, Drill Master.

Of the above staff, Mr. Kinton and Mr. Langler have passed the prescribed examinations, and hold *lecturerships* under the Minutes of the Committee of Council. Mr. Cox has resigned his situation, which will be filled by Mr. Mansford for the future; and another tutor, Mr. Pickford, is appointed to fill up the vacancy.

The staff of teachers in the practising schools is as follows :—

- Senior Mixed School, Mr. T. E. Bell.
- Senior Girls' School, Miss S. A. Brown.
- Junior Mixed School, Mr. E. J. West.
- Model School, Mr. W. Holloway.
- Infant Model School, Mr. James Bailey.

Male
Students.

Before proceeding to any further remarks, I shall give a complete table of the course of study now pursued in the institution. The first column of this table shows the subjects of instruction; the second and third, the number of hours per week devoted to each subject; the fourth, the name of the teacher; the fifth, the text-books employed; while the sixth, in a few remarks, sums up any particulars which it may be desirable to state respecting the mode of procedure, and shows the amount of work usually accomplished in the course of the year.

The following is the table for—

MALE STUDENTS.

Subject.	Hours per Week.		Teacher.	Text Books.	Remarks.
	1st Year.	2nd Year.			
Religious Knowledge.	3½	3½	The Principal, Mr. Kinton.	- - -	All the students are met in one class; and the Principal delivers a course of lectures, including natural theology, the evidences, doctrines, and precepts of revealed religion, and outlines of ecclesiastical history. During the present year the Epistle to the Galatians has also been minutely studied. Mr. Kinton adds to the above a course of lectures on Scripture history, addressed to the first and the second years' students in separate classes.
Reading	2	1	Mr. Sugden Mr. Kinton	Warren's Extracts from Blackstone; McCulloch's Course of Reading; Milton's Paradise Lost.	<i>First Year.</i> —The exercises in reading are chiefly designed to correct errors and provincialisms and to ensure a clear and distinct utterance. To this end both simultaneous and individual reading are alternately employed. <i>Second Year.</i> —A full and minute acquaintance with the words, phrases, and allusions of the book selected is given, to form a sound basis for higher elocutionary effect.
Arithmetic	4½	1	Mr. Cox Mr. Mansford	Tate's Principles of Arithmetic; Thomson's Arithmetic; Dr. Morgan's Arithmetic; Elements of Book-keeping (Irish Board); Treatise on Mensuration (Irish Board); Law's Mathematical Tables (Weale).	<i>First Year.</i> —One class per week is set apart for explaining the rules of arithmetic with especial reference to the principles involved, and the best method of teaching them to a class. In practice, the examples are taken from the text book and other sources. To secure the best modes of operation nearly every example is worked by the teacher on the black-board after it has been gone through by the class. Great care is taken to form quick and correct habits of calculation. <i>Second Year.</i> —Logarithms are studied in this class in their application to reversions, annuities, &c. Instruction is also given on a general course of arithmetic in schools.
Mechanics	2	-	Mr. Cox Mr. Mansford	Tate's Exercises in Mechanics; Baker's Elements of Mechanism.	The text book on mechanics is carefully read and commented on, examples and miscellaneous information being added. In mechanics, the elementary principles are explained according to the text book, particularly the mechanical powers and centre of gravity.
School Management and Practical Teaching.	6	6½	Mr. Sugden	Stow's Training System.	<i>First Year.</i> —The time allotted to this subject has been divided as follows:—one hour and a half has been devoted to a course of lectures upon the history of popular education in this country, including notices of the organization and methods adopted by Bell, Lancaster, the Sessional schools, and the Training system; and also an exposition of the improved methods and organization which the apprenticeship of pupil-teachers renders practicable. One hour and a half has been spent in hearing and discussing the public criticism lessons, of which fifteen weekly have been given. In this exercise the head master has derived valuable assistance from Messrs. Bell, West, Bailey, and Holloway, the masters of the practising and model schools. Three hours weekly have been spent in the practising schools in actual teaching under the superintendence of the masters previously named.

Subject.	Hours per Week		Teacher.	Text Books.	Remarks.
	1st Year.	2nd Year.			
School Management, and Practical Teaching.	6	6½	Mr. Sugden	Stow's Training System.	<i>Second Year.</i> —Two hours per week have been devoted to a course of lectures, in which the principles of intellectual and moral philosophy have been brought to bear upon the practice of teaching. The views of the Scottish school have been followed, and merely speculative discussions have been avoided. The course also embraces some lectures upon the methods of keeping registers and other practical topics. One hour and a half has been given to criticism lessons, as in the case of the first year's students; and three hours per week have been spent in the practicing schools. In addition to the time thus accounted for, each student, whether of the first or the second year, has spent an entire week continuously in the model school, receiving valuable practical instruction and example from Mr. Holloway.
English Grammar and Language.	3½	3	Mr. Kinton.	Morell's Essentials of English Grammar; Morell's Analysis of Sentences; Latham's English Grammar.	<i>First Year.</i> —The principles of English grammar are taught mainly by lectures, the first of these text-books being used chiefly as affording a convenient outline for a more complete development of the subject. Such a broad and general view has been attempted as may serve to explain and account for the varying arrangements and definitions of the ordinary text-books on English grammar. In illustration, the selected chapters from Blackstone, together with other passages from M'Culloch's Course of Reading, have been used, and large portions of them parsed, analysed, and paraphrased. <i>Second Year.</i> —In this class the second and third of the text books are read, and a full and particular study of the structure of words and sentences, and of the history of the English language entered into. In connexion with this, the first book of Milton's Paradise Lost has been carefully read, together with portions of Shakspeare's "King Lear."
Geography.	3	4	Mr. Langier	Cornwell's Geography; Guyot's Earth and Man; Hughes' Manual of Geography; Moreley's Lectures on Astronomy.	<i>First Year.</i> —The course embraces a few introductory lectures on geographical terms, to facilitate more exact description. The political geography of the various countries of Europe and the British colonies constitutes the main portion of the work of the first session. <i>Second Year.</i> —This course extends to the geography of all the other parts of the world. The connexion of the physical with the political and commercial geography is pointed out and illustrated. Popular astronomy is added to the studies of the class; and the drawing of outline maps is a frequent exercise in both years.
English History.	2	1½	Mr. Kinton	Farr's History of England; Hume and Smollett's History of England.	<i>First Year.</i> —The outlines of English history are learned from the first of these text-books, and further information on the history of the constitution is communicated orally. <i>Second Year.</i> —In this class the period from Henry VII. to Charles I. has been selected from Hume, and supplementary instruction has been given by lectures, chiefly on the history of the government and literature during this period.

Subject.	Hours per Week.		Teacher.	Text Books.	Remarks.
	1st Year.	2nd Year.			
Euclid -	1	—	Mr. Cox -	Potts' School Euclid	<i>First Year.</i> —The first four books are carefully gone through, with diagrams on the black-board.
Algebra -	2	—	Mr. Cox - Mr. Mansford	Colenso's Algebra, Part I.	<i>First Year.</i> —The class works as far as quadratic equations in the text-book.
Drawing -	2	2	Mr. Smetham	Butler Williams' Instructions in Drawing; Burchett's Practical Geometry; Burchett's Practical Perspective.	<i>First Year.</i> —In this class freehand drawing is practised, and a course of lectures is given on practical geometry, with frequent exercises. <i>Second Year.</i> —In this class perspective is studied, and a good deal of practice is afforded in model drawing and drawing from memory.
Vocal Music	3½	3½	Mr. West -	Hullah's Manual of Wühem's Method; Hullah's Grammar of Harmony and Exercises; Wesleyan Hymn-tune Book; the Training School Song Book.	<i>First Year.</i> —This class receives one hour's instruction weekly in the theory of music, and two hours and a half of practice. The practice has included during the present year the performance of a selection of school songs and psalmody, besides the performance of Mozart's Twelfth Mass and Handel's Messiah and the Dettingen Te Deum. <i>Second Year.</i> —The principles of harmony, with exercises illustrative, occupy an hour weekly. The practice is the same as in the first year.
Higher Mathematics.	—	8	Mr. Cox -	Potts' School Euclid; Tate's Geometry; Wood's Algebra by Land; Hann's Trigonometry (Weale's Series); Colenso's Trigonometry, Part I.; Baker's Elements of Mechanism; Galbraith and Haughton's Optics.	<i>Second Year.</i> —The work of this class embraces the following heads:— 1. Euclid.—A portion of the Fifth Book is read, preparatory to the Sixth. Most of the exercises given in the text-book are worked in the class. 2. Surveying and Levelling.—Plans are drawn and calculations are made from the field notes given in the text-book. The construction of the instruments employed and the modes of operation are carefully explained. 3. Algebra.—The text is read on the subjects following quadratic equations, and the greater part of the examples are wrought. 4. Trigonometry.—The course comprises solutions of triangles and some equations and problems. 5. Mechanics and Optics.—The text-books are read and additional examples and illustrations are given.
Physical Science.	—	8	Mr. Sudgen	Dr. G. Wilson's Chemistry; Dr. Golding Bird's Natural Philosophy.	<i>Second Year.</i> —The class is taken through the whole of the first text-book named, and all the important experiments are performed before the class. In the revision the students perform for themselves as many as possible. The work includes a tolerably full treatment of inorganic, with a brief sketch of organic chemistry. From the excellent work of Dr. Golding Bird, the chapters on Franklinic electricity, voltaic electricity, electro dynamics, &c. are carefully studied and illustrated.

This whole scheme of study has been framed in pretty strict accordance with the plan laid down by Professor Moseley, in the syllabus issued by the Committee of Council. The course

there marked out has received the cordial approval of the tutors in this institution, as I believe elsewhere, and has been practically carried out during the last year with the heartiest zeal and energy. The modifications, moreover, which have been made in the syllabus, during the last year, have been felt to lie in the right direction. In a former report which I wrote upon this institution, I made some remarks upon the disproportionate amount of attention which seemed to be given to the *mathematical* element over the *literary*. It can hardly be said that this is necessarily the case *now*, or that the syllabus above mentioned is calculated to lead to it. In the first year, it is true, a large portion of the course relates to arithmetic, algebra, Euclid, and mechanics; but these branches are taken up during this year only *in their more elementary forms*, and only so far as it is absolutely necessary for every school-master under the Government Minutes to understand them, in order to discharge his actual duties aright. In the second year there is a four-fold alternative presented; so that every student can follow the course for which his mind appears to be most adapted, whether in connexion with mathematics, physical science, English literature, or classics. In the present year all the students have selected either physical science or mathematics; but, as some little taste for literature, and even some elementary knowledge of Latin, is gained now by many of the pupil-teachers in the course of their apprenticeship, it is probable that future years may show that there are as many students who are glad to follow the prescribed course in the pathway of *literature*, as in that of mathematics or physical science. In the present demand for teachers, and the limited supply now issued from the institution, it is not possible to retain any for a third year's course; so that it has not as yet been necessary to mould the regular scheme of study so as to include the subjects required of third year students. I may mention, however, in passing, that a very decided opinion has been expressed to me, both here and at the British and Foreign School Society's institution, *against* the proposition countenanced by Mr. Temple in his last report, to exclude the study of mental philosophy from the subjects of examination, whether for third year students or for candidates for lectureships in the training colleges. As the *principles* of all education lie really in the proper application of our knowledge of the human faculties to the means of their development, it is thought to be a conclusion both hasty in itself and ill-sustained either by fact or by reason, that a man should become a *worse teacher* for studying the scientific principles on which all teaching virtually rests. Even admitting that the works on mental science, as applied to education, are at

present meagre and unsatisfactory, we must not forget that a demand for better digested books on such a subject is pretty sure to create a supply; and, indeed, in the excellent "Manual" of Mr. Currie, of the Edinburgh Normal College, we have now before us an example of the manner in which that demand is already beginning to be supplied, and will so continue, as the result of the large amount of thought which is now being directed to educational questions.

With regard to the various subjects which the above plan of study has included during the last year, it is difficult to particularize any one as standing out with any peculiar prominence from the rest. The whole establishment is conducted on the principles of a Christian household, presided over with great care and fidelity, as well as sound intelligence, by the Principal, and instructed by him also at regular periods in the doctrines both of natural and revealed religion.

With regard to the *reading*, I cannot say that I regard it as eminently successful. A considerable number of the students, and those too of the second year, fall considerably below the average mark given to designate relative excellence in this particular. Some of the students, however, I am bound to say, read remarkably well.

A good deal of attention is paid to English grammar and literature, and the lecturer, Mr. Kinton, who has made this subject quite a speciality, exhibits in his lectures a range of knowledge and a power of drawing illustrations from a great variety of sources, which cannot fail to make his instructions eminently suggestive and valuable.

At the Christmas examination of 1856, the geography papers generally throughout the training colleges were found to be meagre and unsatisfactory. A considerable effort has been made *here*, during the present session, to remedy this deficiency. There is not, indeed, so much time spent *now*, as was formerly spent, in the niceties of map drawing; but the whole subject of geography, physical and political, is taken up with a much wider grasp of the subject; and, if I may judge by the excellent lessons which I had the pleasure of hearing from Mr. Langler, a very successful result may be looked for in the examination of 1857.

The mathematical department has been conducted with a pretty close reference to the requirements of the students at the Christmas examination. A good deal of stress is laid on the full explanation of the *rules* and *laws* of arithmetic, for which a separate hour is set apart. The students of the first year are well drilled in the first three or four books of Euclid, and in the elements of algebra, including equations. The second

year's class carries the students forward into the use of logarithms, trigonometry, and the application of mathematical calculations to simple mechanism. *Both* the tutors have worked diligently to secure the progress of the students in these points; and the tutor now remaining, Mr. Mansford, on whom the mathematical department will in future mainly devolve, shows great promise as a lecturer by the ease of his method and the facility of his illustration.

But the most important subject after all, and that to which the greatest share of attention is devoted, is *school-management*. This branch is chiefly under the immediate direction of the head master, Mr. Sugden, who possesses the advantage of having accumulated very much personal experience as a practical teacher in various parts of England and Scotland.

The lectures to the first year students are chiefly practical; detailing the various systems of school organization in connexion with the history of education, and illustrating and enforcing what are considered to be the best and most approved *school methods* generally.

The second year's course is somewhat more theoretical, and includes a brief sketch of mental philosophy, and its manifold applications to education. In addition to this, each student spends three hours per week in the practising schools; and a certain number of lessons are given weekly by the students in rotation, which are then carefully gone over and criticised, so as to point out errors of manner or matter, and to suggest improvements in both.

There is also another arrangement practised here which appears to me very valuable in connexion with the pedagogic training of the students. Each student of the first year is required to pass *one whole week continuously* in the *model village school*. On this occasion, he is not required to teach or to manage any of the classes, but, he simply watches the procedure, takes note of everything which strikes him in connexion with the school methods, keeps the school register, and gains a general oversight of the entire plan of school organization and discipline.

The second year students *also* spend a whole week in the model school, and on this occasion are supplied with questions by the master of method, the answers to which are calculated to bring their notions on school-management into a definite form. All these appliances combined,—the lectures, the *practical* teaching, the criticism lessons, and the periods of *systematic observation* in the model school,—leave very little to be desired on the score of professional training. Not that all this will *infallibly* produce good teachers; but, where the material

exists, it is certainly well calculated to draw it forth, and direct its practical application to the actual work which every teacher has to perform.

Since last year a new room has been fitted up for the philosophical apparatus, and for the lectures on chemistry and physics. This room, though not large, is convenient, and greatly facilitates the instruction given by the head master to those of the second year students who desire to pass an examination in these subjects.

During my visit, I had the pleasure of witnessing some of the lessons on music, together with the practice of part singing. The grammar of music, with the power of singing at sight, is thoroughly impressed, and some four part hymns were sung for the first time with almost faultless accuracy. This was followed up by the practice of some of Handel's choruses, which are sung with considerable spirit. The instruction is not carried very far into the laws of harmony; but as much is given as may find any chance of practical application in the course of a schoolmaster's experience.

The drawing master has been unfortunately suffering from illness, and the students have been practising under a temporary supply. I was glad to find, however, that every student, male and female, took both the music and drawing paper at the Christmas examination.

The female department is conducted by the same teachers as the males. With the exception of the industrial mistress, all the regular lessons are given by the *masters*. The intellectual result accruing from this plan is probably better than any other, although there are certainly *some* inconveniences arising from the want of an assistant governess, as also from the want of more entire separation between the male and female departments. These wants may, perhaps, be remedied in process of time by an entirely new arrangement for the female students in a separate locality, or by some other plan equally eligible.

Female
Students.

The following is the scheme of study laid down and pursued by the—

FEMALE STUDENTS.

Subject.	Hours per Week.		Teacher.	Text Books.	Remarks.
	1st Year.	2nd Year.			
Religious Knowledge.	3½	3½	The Principal	- - -	The course is the same as in the case of the male students.
Pennmanship	1	1	Mr. Mansford	Mr. Leod's Graduated Series of Copy Books.	Between the midsummer vacation and Christmas, another hour per week is given to this exercise, under the head master. By conducting the students through a carefully graduated course of exercises, pointing out the reasons of the arrangement, and giving illustrations on the black-board of the most usual defects, it is endeavoured to secure a good plain style of writing, and to show the best modes of teaching it.
Arithmetic	5½	3	Mr. Cox - Mr. Mansford	Chambers' Arithmetic; Tate's Principles of Arithmetic.	<i>First Year.</i> —The instruction in the principles of arithmetic, and in methods of teaching, is the same as that given to the male students of the first year. The greater part of the examples found in the text-book are wrought in class, and others are given as supplementary. <i>Second Year.</i> —The course in this class is an extension of the one given above, and greater attention is given to the style of operation in respect of conciseness and facility in working.
School Management.	6	6½	Mr. Langler	Stow's Training System.	<i>First Year.</i> —The time allotted to this subject is apportioned in the following manner:—Three hours per week are spent in practical teaching, under the superintendence of the mistress of the girls' school and the masters of the junior and infant schools. One hour and a half is devoted to the giving of criticism lessons, under the superintendence of Mr. Langler and the teachers above mentioned; and another hour and a half is occupied by lectures. Selected portions of Mr. Stow's work have been read in the class, and the branches of instruction suited to elementary, and especially to infant schools, have been treated of with reference to the methods to be employed with classes of children, varying in age, numbers, and attainments. Some time has been devoted to the preparation of notes of lessons. <i>Second Year.</i> —The time given to the subject has been arranged similarly to that of the first year's students, except that two hours have been occupied weekly with lectures. These have included the principles of education with especial reference to the physical and intellectual requirements of the scholars in infant schools, and also the modes of keeping school registers. Besides the instruction thus given, each student, whether of the first or the second year, spends a week consecutively in the infant and girls' schools, to gain a fuller opportunity of observing the details of organization and method.

Subject.	Hours per Week.		Teacher.	Text Books.	Remarks.
	1st Year.	2nd Year.			
English Grammar, &c.	3½	4	Mr. Sugden Mr. Kinton	Morell's Essentials of English Grammar; Morell's Analysis of Sentences; McCulloch's Grammar; Spalding's English Literature.	<i>First Year.</i> —The great variety of text-books (often differing widely from each other in detail) which the students have previously read, and the very superficial acquaintance which they generally have with this subject, render it necessary to make a thorough revision of it, and to exhibit the fundamental principles of the science in as general forms as may be, to young persons having no knowledge of any language but their mother tongue. Towards the close of the course frequent exercises in etymological and syntactical parsing, and in the analysis of sentences, are performed. <i>Second Year.</i> —In addition to extending the knowledge gained during the first year's course, an outline of the history of the language and literature of our country is given, with more minute illustration of the more important periods of the present or modern stage.
Geography, &c.	3	4	Mr. Langier	Cornwell's Geography; Guyot's Earth and Man; Patterson's Zoology for Schools.	<i>First Year.</i> —The course is similar to that of the male students, but owing to the very defective knowledge of many of the students at their entrance, the instruction has necessarily been more elementary. The geography of Europe and of the British Empire have been the chief subjects of study, and natural history has also received some attention. <i>Second Year.</i> —A more detailed knowledge of the countries of Europe, and their commercial relations with other parts of the world, has been given. Those portions of Guyot's work which treat of actual physical phenomena have been studied, and a brief sketch of popular astronomy has been added.
History	3	2½	Mr. Kinton	Farr's Collegiate History of England.	<i>First Year.</i> —The leading facts in English history, down to the death of George III., are prepared from the text-book by the students, in portions previously assigned. They are then examined on these portions, and their information is rendered more precise and extensive by comments from the teacher, and by lectures on the more important epochs. Besides this, the Stuart period has been more particularly studied this year, and detailed information has been imparted respecting the principal events and personages. <i>Second Year.</i> —The general subject is revised, special attention being paid to the progress of society, commerce, and arts. Besides attending the lectures on the Stuart period, they receive further instruction in the history of parties and of the constitution during that time.
Drawing	2	2	Mr. Smetham.	Williams' Instructions in Drawing.	<i>First and Second Years.</i> —The same course of free-hand and model drawing is pursued as with the male students, but no attempt is made to include practical geometry and perspective. The female students are usually, on entering, so entirely ignorant both of the practical art and of the scientific principles on which it rests that the results are far from satisfactory. Many, however, have acquired the power of roughly illustrating lessons, by chalk sketches on the black-board, which is a very valuable professional qualification to a teacher.

Subject.	Hours per Week.		Teacher.	Text Books.	Remarks.
	1st Year.	2nd Year.			
Vocal Music.	3½	3½	Mr. West	Hullah's Grammar of Harmony and Exercises; Hullah's Manual of Wilhelm's Method; the Training School Song Book; the Wesleyan Hymn-tune Book.	<i>First Year.</i> —The course is the same as for the male students. <i>Second Year.</i> —This course is the same as for the male students. It is made optional with the female students of the second year to take the harmony class or not.
Domestic Economy.	1½	1	Miss Good-fellow.	Tegetmeier's Domestic Economy; Easy Lessons on Money Matters.	<i>First Year.</i> —The subject is prepared in portions selected from the text-book. The acquaintance of the class with these portions is afterwards tested by examination, sometimes oral, sometimes written, and additional information is given on such points as the teacher deems necessary. <i>Second Year.</i> —In addition to a revival and extension of the knowledge obtained during the first year, the little work above named of Archbishop Whately is read in the class.
Industrial Knowledge.	2	2	Miss Good-fellow.	- - -	Arrangements are made to secure a sufficient supply of material for the making of such useful articles of clothing as are commonly made in schools. Both classes are employed in cutting out, fixing and making up these, both for children and adults. The best way of cutting the material to advantage is explained, and the most expeditious modes of fixing the work for children.
Reading, &c.	2	1	Mr. Sugden Mr. Kinton.	M'Culloch's Course of Reading; Mann's Book of Health.	In both classes it is sought to cultivate a distinct and expressive style of reading. In this great advantage is derived from the use of the simultaneous method in the correction of defective pronunciation, and hurried modes of utterance. The lessons are so selected as incidentally to acquaint the classes with subjects likely to be useful to them afterwards as teachers.

The general spirit of the teaching here is the same as on the male side, and in some particulars altogether identical. More attention is paid, however, to the process of *infant school instruction*, for which the excellent model school gives great facilities; and there are separate classes for industrial knowledge and domestic economy. With regard to the last-mentioned department, I cannot refrain from mentioning an opinion which I have heard expressed on more than one occasion, that, however necessary domestic economy may be to mothers and managers of families, yet the formal introduction of it into training colleges and other schools turns out for the most part to be very much of a practical failure. It appears to be one of those subjects which are best learned in and through a personal apprenticeship to the circumstances of human life.

In conclusion, I beg leave to express my gratification in finding that the institution is in all respects so well answering the end for which it was formed; that its conduct is marked by so much care and prudence; its instruction by so much zeal and success; and its results by so much benefit to those amongst whom the teachers are sent as instructors and *examples* to the young.

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

WESLEYAN TRAINING COLLEGE FOR SCHOOLMASTERS,

IN HORSEFERRY ROAD, WESTMINSTER.

First Year { 41 Candidates.
23 Certificates.

Second Year { 21 Candidates.
20 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Grammar and English Literature.	1	-	10	9	17	10	13	2	-	-	-	-	-	-
History	1	-	6	10	10	8	9	3	5	-	-	-	1	-
Geography	1	-	2	12	27	9	11	-	-	-	1	-	-	-
Arithmetic and Book-keeping	2	-	16	4	12	11	10	6	-	-	-	-	1	-
Euclid (Students of 1st Year only).	2	-	9	-	17	-	11	-	2	-	-	-	-	-
Algebra (Students of 1st Year only).	1	-	6	-	18	-	11	-	4	-	-	-	-	-
Industrial Mechanics (Students of 1st Year only).	-	-	-	-	10	-	14	-	10	-	6	-	-	-
Physical Science (Students of 2nd Year only).	-	-	-	6	-	4	-	-	-	-	-	-	-	-
Higher Mathematics (Students of 2nd Year only).	-	-	-	3	-	2	-	4	-	2	-	-	-	-
Vocal Music	1	-	5	5	21	11	14	5	-	-	-	-	-	7
Drawing	1	-	3	-	16	1	16	14	4	6	-	-	1	-
School Management	1	-	22	10	14	11	4	-	-	-	-	-	-	-
Latin	-	-	-	-	1	-	-	-	-	-	-	-	-	-
Reading	-	-	26	7	14	6	1	8	-	-	-	-	-	-
Spelling	-	-	15	20	22	1	3	-	-	-	-	-	-	-
Pennmanship	-	-	17	8	22	12	2	1	-	-	-	-	-	-
Inspector's Report (Students of 2nd Year only).	-	2	-	10	-	7	-	1	-	-	-	-	-	-

WESLEYAN TRAINING COLLEGE FOR SCHOOLMISTRESSES.

IN HORSEFERRY ROAD, WESTMINSTER.

First Year { 26 Candidates.
 { 21 Certificates.Second Year { 8 Candidates.
 { 8 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Arithmetic	1	-	10	2	9	5	5	1	1	-	-	-	-	-
Industrial Skill	2	-	13	7	11	1	-	-	-	-	-	-	-	-
English Grammar	-	-	18	8	7	-	1	-	-	-	-	-	-	-
English History	-	-	1	-	10	6	14	2	1	-	-	-	-	-
Geography	-	-	2	-	5	4	10	4	8	-	1	-	-	-
Domestic Economy	1	-	15	2	8	6	2	-	-	-	-	-	-	-
School Management	-	-	3	-	20	7	3	1	-	-	-	-	-	-
Vocal Music	-	-	1	-	8	5	14	3	3	-	-	-	-	-
Drawing	-	-	-	-	-	-	1	-	7	7	-	-	18	1
Reading	-	1	23	4	4	3	-	-	-	-	-	-	-	-
Spelling	-	-	25	8	1	-	-	-	-	-	-	-	-	-
Penmanship	-	-	-	2	8	-	17	5	1	1	-	-	-	-
Notes of a Lesson (Students of 1st Year only).	-	-	1	-	18	-	3	-	3	-	1	-	-	-
Essay (Students of 2nd Year only).	-	-	-	-	-	6	-	2	-	-	-	-	-	-
Inspector's Report (Students of 2nd Year only).	-	2	-	5	-	1	-	-	-	-	-	-	-	-

REPORT by Her Majesty's Inspector of Schools, T. W. M. MARSHALL, Esq., on the ROMAN CATHOLIC TRAINING COLLEGE of ST. MARY'S, at HAMMERSMITH;—for the Year 1857.

MY LORDS,

IN the month of September 1857, I visited, together Period of inspection. with my colleague, Mr. Stokes, the three training colleges at Liverpool, St. Leonard's, and Hammersmith, which have been established under the auspices of the *Roman Catholic Poor School Committee*, and recognized by the Committee of Council. The first two receive female students, the last is destined for males. It has been arranged that the inspection of these institutions, and the yearly examination of the students, shall be conducted by Mr. Stokes and myself at the same fixed period in successive years. I have now to present my third annual report upon the Hammersmith training college.

It is very satisfactory to me to state that the staff of professors and teachers in this college has at length been completed. Staff. The following is a list of the officers now employed in the institution.

Rev. John Melville Glenie, M.A., Principal.
 Rev. Thomas John Capel, Vice-Principal, and Master of Method.
 Mr. Robert Walker, M.A., Lecturer.
 Mr. Thomas Graham, Lecturer.
 Mr. Collier, Drawing Master.
 Mr. Talbot, Music Master.

In addition to the above, the principal proposes to engage immediately a second teacher of mathematics.

During the past year Mr. Capel, formerly an elementary teacher, holding the first-class certificate of merit, to whose ability, judgment, and assiduity the college owes so much, has been promoted to Holy Orders. I may venture to express my gratification that this distinguished and devoted teacher has been thought worthy of so great an honor. His appointment as Vice-Principal has the full concurrence of all, and especially of the Principal, who are concerned in the welfare of the college, whose interests it cannot fail importantly to promote. It is also a subject of congratulation that some of the higher subjects of instruction have been committed to a gentleman so competent as Mr. Walker to do justice to them. The teaching force is now fully adequate to meet all the demands which can be made upon it. Vice-Principal.

It was hoped that the total number of students in residence would this year have exceeded forty, an expectation which has Number of Students.

been disappointed by the failure of a large number of the candidates, upon whose want of success it will be my duty to offer some remarks. The number of second year students is now fourteen, some having quitted the college at Christmas to enter upon the charge of schools; whilst the first year students who have recently obtained Queen's scholarships, are only thirteen. The total number actually in residence is therefore twenty-seven.

Failure of
male can-
didates.

In my report for 1856, I expressed my regret that *ten* candidates for scholarships had proved unsuccessful, and I took the liberty of calling the attention of school managers to the unpleasant fact, and to certain reflections which it naturally suggested. This year the result is still more discreditable, *fifteen* candidates having been rejected by the official examiners.

Success of
female can-
didates.

Before I make any comments upon this catastrophe, or attempt to indicate the causes which have produced it, it seems expedient to refer, by way of contrast, to the very different results obtained at the examination of *female* candidates which took place simultaneously at the St. Leonard's training college, which is also in my district. Of the male candidates more than half failed altogether, and only three, or about eleven per cent., gained the first class. Of the *female* candidates *all* were were successful, and sixty-five per cent. achieved that distinction. Can any explanation be given of this phenomenon, which is so regularly repeated every year, that it may be accepted as a normal fact? I have no difficulty whatever in answering this question.

Peculiar
training of
female ap-
prentices.

In my general report for this year I have noticed that 112 female pupil-teachers out of a total of 147 in my district, about three-fourths of the whole, are apprenticed in schools taught by members of religious communities, Sisters of Mercy, Sisters of Notre Dame, and others. It is easy to conceive the peculiar advantages which such pupil-teachers enjoy.* Constantly associating with ladies of gentle and persuasive manners, who, besides their superior natural gifts, are inspired in all their duties by the loftiest motives which can influence human nature, and who teach even more by example than by precept, they have always before them models by which to frame their own character and habits. For several years in succession I have had abundant opportunities of observing the effects of this special training. Amongst the most remarkable examples are those which have occurred in the schools of York, St. Mary's; Banbury, St. John's; Birmingham, St. Ann's and St. Mary's;

* I speak of the *rule*, to which only I know, after an experience of more than nine years, at the most two exceptions.

Wolverhampton; Brighton, St. John's: St. Leonard's-on-Sea; Newport, St. Mary's; London, Blandford Square, High Street, Marylebone, and Little Albany Street; and some others, especially Great Guildford Street, under the Sisters of Notre Dame. In all such schools, and those of the same class, with only one manifest exception, the pupil-teachers have sooner or later exhibited the effects of the special and peculiar discipline to which they have been subjected. None but the incurably heedless and unstable can resist its power.* The great majority have profited by it to the fullest extent. It will not of course create talent where none exists, nor evoke capacity which nature has refused. But it will gradually form, and has done so in innumerable cases, those characteristic dispositions which distinguish the really valuable and successful teacher,—industry, patience, modesty, and fortitude; it will inspire purity of motive, zeal for what is excellent and true, the gentleness and refinement of manner which accompany definite religious habits, and especially a certain calmness and self-possession which generate confidence even in inevitable difficulties, and furnish adequate strength to resist and overcome them.

The case of male pupil-teachers is of course very different, and the nature of their training often in direct contrast to that of females. I am far from denying that many schoolmasters are animated by religious motives, or that they sincerely endeavour, according to the measure of their gifts, to discharge faithfully their obligations to their apprentices. I know such men, and never see them without admiration of their intelligent labours, and of the excellent spirit in which they are performed. But there are many who belong to quite another class. It is painful to speak of them, but it is really necessary to trace effects to their true causes. It must be said, then, that there are still too many masters who have only the feeblest qualifications for their office. What they lack is not so much a fair amount of talent and attainments, which most of them possess, but those higher gifts alluded to above, without which neither skill nor knowledge can effect more than barren and mutilated

Different
training
of male
apprentices.

* Innumerable testimonies, which would fill a volume, have been furnished by travellers of every rank and creed to the signal success of the class of teachers referred to. One of the latest which I have seen proceeds from a Scotch presbyterian clergyman, whom I quote on account of the unusually vehement enmity which he displays towards them. Of the Sisters of Charity in St. Louis, one of the most important cities of Western America, he says, "Their schools have a larger attendance than all the common schools of the city, so excellent is their organization, and so extensive their influence."—Rev. G. Lewis, *Impressions of America and the American Churches*, p. 253. Elsewhere he notices that some of the Sisters had been recently sent "to form an institution on the Red River, in the ungenial region of the Hudson Bay Company. They embarked on the Ottawa in a canoe, exposed unsheltered to the storm. It is impossible not to respect such devotion;" p. 360. Nor can one be surprised, I may add, at the effects which it produces.

results. It is an ungrateful task to notice these defects, but in the face of facts which are constantly recurring it becomes a duty to speak plainly.

Peculiar
difficulties
of male
teachers.

It ought, however, to be observed, in justice to male teachers, that two disadvantages almost invariably accompany their labours, both of which are of a serious character. In the first place, they derive very little aid, for reasons which I have indicated in a former report, from school managers, whose influence upon pupil-teachers, except in comparatively rare instances, has been hitherto hardly perceptible; and in the second, they have generally less favourable materials to deal with than the teachers of female schools. A considerable number of the male apprentices have been recruited, especially in certain districts, from a class hardly susceptible of polish or refinement. In the hands of teachers of a higher order better results might certainly have been obtained even in these extreme cases; and a few examples have occurred of apprentices belonging originally to a very low social class who have become eventually energetic and successful teachers. But under the feeble and unintelligent direction of masters almost as coarse as themselves, and deriving little help from the counsels or suggestions of others, they too commonly present themselves as candidates at the training college, after the completion of their apprenticeship, in such a form, and with such attributes, as may well dismay and alarm the officers of that institution. I have always endeavoured to prevent the admission of pupil-teachers of this class, but as long as the stipends offered to them remain at their present level, school managers will probably seek in vain to obtain others.

Normal
college not
a remedy
for them.

Certain practical conclusions follow from these considerations, to which, in reporting upon the only male training college in my district, I am anxious to be allowed to call attention. Some persons appear to think that the whole labour and responsibility of preparing duly qualified school-masters belong exclusively to the normal colleges. It is important to correct so grave a mistake, the influence of which can only tend to perpetuate existing evils by withdrawing attention from the true remedy. No one who has acquired any experience in this matter will hesitate to admit, that there is a process which must *precede*, as well as one which must *follow*, the work of the training college. Upon both of these necessary operations it is expedient to say a few words.

Previous
discipline
necessary.

A normal college is not an elementary school, nor is it a fit place for students who are still in need of elementary instruction. Such institutions were designed for quite another class. It is necessary that persons seeking admission into them, whether previously pupil-teachers or not, should have com-

pleted, or at least have made considerable progress in the various studies which precede the special course proper to the period of residence in a training college. Candidates of any other class should be unhesitatingly rejected. Not one in ten of them can be expected to succeed, and their presence is only a distraction to the professors and an impediment in the way of their fellow students. It is of course assumed that, in the case of pupil-teachers, the requisite amount both of knowledge and experience has been acquired during the five years of apprenticeship. The fulfilment of this condition depends, however, mainly upon the masters under whom they have served, and in some degree upon the managers of their schools. When the former are incapable or negligent, and the latter unconscious of any responsibility with respect to them, the apprentices thus unfortunately placed are pretty sure to be found at last in the list of "failures." Nor could any other result be reasonably expected. If, then, in a single examination, fifteen candidates fail to obtain the Queen's scholarship, though the failure of some may be fairly attributed to their own radical defects, and the masters to whom they were apprenticed are free from all blame,* yet in a large proportion of such cases the true explanation is to be found elsewhere. They have failed because the period of apprenticeship was really nothing but a preparation for failure.

The training college upon which I am reporting has, I conceive, suffered much from the admission of a certain number of students of this class. Encouraged by success in dealing with similar cases in past years, the principal, anxious to supply with the least possible delay the growing demand for qualified masters, has perhaps applied too leniently the tests which ought to be proposed to every candidate for admission. The class-list of this year records the inevitable result. The experience of former years has proved the high qualification of the college authorities, but they cannot perform impossibilities; and will do well not to attempt them.

It is of course to school managers throughout the country that the college must look for assistance in this particular difficulty. I have said that there is "a process which must precede the work of the training college," and I wish to insist upon this truth. The discipline of the students, both moral and intellectual, should be commenced during the term of apprenticeship. The cases in which this is really and effectively accomplished are, I fear, less numerous than could be wished. There is too often a direct contrast, to repeat what

Results of
its absence.

Must be
acquired
during
apprentice-
ship.

* This must certainly be true with respect to the unsuccessful candidate from the excellent school at Barnsley in Yorkshire.

has been already observed, between the male and female students. In the latter, one is struck with the evidences of gentleness, docility, refinement, and humility, no matter from what class they may have originally sprung; in the former, these qualities are rarely perceived. If there be a remedy for this evil it lies in the hands of school managers, and it very much concerns the future character of Roman Catholic male schools that it should be speedily applied.

New measures for securing it.

It is extremely satisfactory to know, as well as full of promise for the future, that the ecclesiastical authorities have begun to exert their peculiar influence precisely in that direction in which it will act with the greatest power, and be most sensibly and profitably felt. During the past year they have prescribed a minute scheme of examination in religious subjects for the students in training colleges, and have deputed several distinguished persons to the office of examiners. It is impossible not to hail this step with pleasure and gratitude. The most auspicious results may be anticipated from it. Henceforth school managers will be unwilling that their apprentices should acquit themselves with discredit in the very presence of their ecclesiastical superiors, or reveal, by their ignorance and want of religious discipline, the careless and negligent culture which had been provided for them. And the effects of this excellent measure will not be limited to the moral and religious character of the students. Whatsoever tends to elevate *that* must, in the same degree, give force and energy to their other faculties. It will tell, therefore, upon their whole subsequent career as schoolmasters, and tend directly to the formation of those special qualifications which at present we look for in vain in so large a proportion of their number. I will venture to assert that no teacher who enters upon his arduous and difficult duties with only a meagre and superficial knowledge of religious truths, with his mental and moral faculties imperfectly disciplined, without regular and systematic devotional habits, and with the coarse and unattractive manners which always accompany such a state of heart and mind, can ever accomplish the task intrusted to him. Such a man is altogether out of his place as a guide and teacher of children. He neither knows what is expected from him, nor is capable of doing it. In such hands *education* degenerates into the feeblest kind of *instruction*, without definite aim or purpose, and is commonly limited to the listless acquisition of a certain number of unprofitable facts in two or three departments of secular knowledge, which are destined to be forgotten almost as soon as learned.

Its value.

I may be allowed to add, that the results of my own experience and observation with respect to the comparative

merits and usefulness of teachers of various orders are perfectly uniform, and such as to leave no room for doubt or hesitation in estimating them. The man whose own habits have been diligently formed by careful religious discipline, and whose ruling principle in all the labours of his calling is charity, will accomplish tenfold more important and durable results, even intellectually, than the clever and showy teacher, who possesses far greater natural ability and a wider range of attainments, but who wants the gravity, sobriety, and earnestness of purpose, for lack of which his other gifts are sterile and unprofitable. It is not the candidates who in past times have gained the highest classes in the certificate examinations, who render the most valuable service in schools; on the contrary, they are often found to be the least trustworthy members of their profession. The patience and wisdom which flow from a religious life, and not mere mental activity, are, if I may judge from what I have seen of their effects, the highest qualifications of a teacher; and the authorities to whom I have referred deserve our gratitude for reminding us of this principle, and for the measures which they are now adopting in harmony with it.

But if there is a work of paramount importance which needs to be commenced *before* entering the training college, there is also, I believe, another which should ensue *after* its special labours have been completed. The training college, if it is to accomplish what the world expects from it, must receive only such students as have been *previously* prepared to profit by the advantages which it offers; but even in the case of this class, with rare exceptions, which hardly deserve to be taken into account, something will still remain to be done *after* they have quitted the normal college. What this final process should be I will now venture to indicate.

The great majority of students, especially those of the first year, who pass immediately from the training college to the duties of sole teacher in an elementary school, are found to exhibit qualities more or less injurious to their usefulness. They are conceited, or impatient, or unstable, or superficial. Some few are absolutely incompetent, both intellectually and morally, and ill-prepared to guide either themselves or others; whilst in a still larger number are observed, in spite of various merits, two special defects, want of earnestness and want of refinement. It seems to me, therefore, that a subordinate position, on first quitting the training college, would be far more suitable to the majority of these young teachers. In other words, the system of *assistant* teachers, with certain needful modifications, appears to be the almost essential *complement* of the training college. Two or three years spent in

Final process of discipline.

Probation as assistants.

company with a grave and experienced teacher, comprehending his own mission, and capable of practically illustrating its real character to others, could not but be an invaluable preparation for the future and independent labours of such assistant masters.

Could not be attempted immediately.

It must be confessed, however, that this system could hardly be tried on a large scale at the present moment, though it may come into operation at a later period. The number of masters capable of aiding such assistants efficiently is at present inconsiderable, and no advantage could be derived from associating them with those of an inferior class. It would be imprudent to attempt at this moment the introduction of such a system. Yet it may be well to keep it in view as a scheme to be executed at a more favourable period.

Would involve some changes.

If, however, this plan should ever be generally, or even partially adopted, it might be expedient to revise that portion of the existing regulations which defines one assistant to be a substitute for two pupil-teachers. This would be necessary, I conceive, on two grounds. In the first place, many school managers would be very reluctant to accept a condition which is even now generally unpopular, which would gradually effect a serious diminution in the aggregate number of pupil-teachers, and reduce inconveniently the ranks from which our future elementary teachers are to be recruited. A second difficulty would probably arise from the unwillingness of the assistants to receive the inadequate stipend now allotted to them. The first obstacle could only be removed by a decision of the Committee of Council, but the second might, I presume, be remedied without any new demand upon the fund administered by their Lordships. On the whole, while it must be admitted that some time must elapse before the system referred to can be generally introduced, yet it is difficult to deny the claims which it has upon our consideration. Unquestionably a very different class of teachers would be gradually formed by its operation. The period of their training, thus fully perfected, would then have been extended through a period of ten years; of which five would still form the epoch of apprenticeship, two of residence at the normal college, and three of service as assistant teachers. And yet this long period of discipline and probation would terminate in the majority of cases at the age of twenty-three, supposing the apprenticeship to commence, as it usually does, at that of thirteen.*

Recent examination.

In concluding this report, I am anxious to make a few remarks upon the results of the recent examination at the

* What I have wished to recommend in the above remarks is a new class of assistant teachers, under new conditions.

training college to which it especially refers. In previous years these results, in spite of the novelty of the establishment, and the imperfect qualifications of some of the students, had been more than satisfactory, and such as to place it on a level with the best institutions of its class. It must be confessed that on this last occasion that position has not been fully maintained. The second year's students acquitted themselves fairly, and are likely to prove at least zealous and useful teachers. The first year students, though several of them are immeasurably superior in natural ability to those who have just completed their training, produced papers which must be considered to fall below the degree of merit exhibited in former years; and a few of them were, in one or two fundamental subjects, extremely indifferent. I shall beg permission to analyse their work, applying to it the test which is afforded by the table of marks assigned to each subject, and which will be found appended to this report.

Beginning with the important subject of *school management*, I find that out of 23 candidates 15 acquitted themselves with credit, 2 being marked "excellent," 4 "good," and 9 "fair." Considering the position which this subject justly occupies in the estimation of the examiners, and the ignorance of most of the students at the time of their admission, such a result, if not brilliant, is at least satisfactory. In *grammar and English literature*, 17 displayed fair proficiency, 5 being marked "good," and 12 "fair." This, however, I cannot consider creditable, since no subject is taught in this training college with more conspicuous care and ability. In *history*, 15 are satisfactory, 1 being "excellent," and 6 "good." In *geography*, 20 are either "good" or "fair." In *geometry*, 16 are equally successful, 1 being "excellent," 5 "good," and 10 "fair." In *Latin*, 9 are marked "good" or "fair," and 10 "moderate." So far the results may be accepted, not indeed as an adequate return for the skill and labour employed in producing them, but certainly as far above failure. But when I turn to the marks for *arithmetic* and *mechanics*, the strange inconsistency which at first sight appears to exist between the above marks and the position actually occupied by the students in the class-list is fully explained. On the principle that failure in one important subject destroys the merit of success in any other, the low place obtained by these students, some of whom are young men of remarkable ability, is accounted for. It is hardly credible that in *arithmetic* only 5 are marked "fair," and the rest "moderate" or "imperfect;" whilst in *mechanics*, 1 is "good," 2 are "fair," and the rest fall below the level of either.

Analysis of
papers.

Cause of
failure.

I have privately examined some of the most promising of the students as to the causes of this discreditable failure; and I conclude that it is to be attributed to their own self-sufficiency. It is evident, from their admissions, that they considered these two subjects beneath their attention, and only found when too late what a mistake they had made in neglecting them. I trust they will profit by the lesson, and anticipate confidently that the ensuing examination will show that they have done so.

No ground
for discour-
agement.

Perhaps I may venture to add, without presumption, that I hope the college authorities will not be in any degree discouraged by this little check. They have proved abundantly their own high qualifications, and may reasonably decline any responsibility beyond that which fairly attaches to them. They have done even more than could have been justly expected with the materials at their disposal. For several years I have closely watched all their proceedings; and I was never more fully convinced than I am at this moment that they are not only fully equal to the difficult and arduous task intrusted to them, but that it is a legitimate subject of congratulation to all who are interested in the welfare of this valuable institution, that it has been committed to officers so eminently qualified to conduct it with success.

I have the honor to be, &c.

T. W. M. MARSHALL.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

ROMAN CATHOLIC TRAINING COLLEGE, FOR SCHOOLMASTERS.
(HAMMERSMITH, ST. MARY'S.)

First Year { 21 Candidates.
7 Certificates.

Second Year { 2 Candidates.
2 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Grammar and English } Literature . . .	-	-	3	2	12	-	6	-	-	-	-	-	-	-
History . . .	1	-	5	1	7	1	7	-	1	-	-	-	-	-
Geography . . .	-	-	7	1	11	1	3	-	-	-	-	-	-	-
Arithmetic . . .	-	-	-	-	3	2	7	-	9	-	2	-	-	-
Euclid (Students of 1st year only) }	1	-	5	-	10	-	3	-	2	-	-	-	-	-
Algebra (Students of 1st year only) }	-	-	1	-	-	-	2	-	-	-	-	-	-	-
Industrial Mechanics (Students of 1st year only) }	-	-	1	-	2	-	10	-	7	-	1	-	-	-
Vocal Music . . .	2	-	5	-	6	1	3	1	-	-	-	-	5	-
Drawing . . .	1	-	6	2	6	-	6	-	2	-	-	-	-	-
School Management . . .	2	-	2	1	8	1	6	-	-	-	-	-	2	-
Latin . . .	-	-	2	-	6	1	9	1	1	-	-	-	-	-
Reading . . .	2	-	2	1	8	1	2	-	-	-	-	-	-	-
Spelling . . .	-	-	9	2	10	-	2	-	-	-	-	-	-	-
Penmanship . . .	-	-	3	-	7	2	10	-	1	-	-	-	-	-
Inspector's Report (Students of 2nd year only) }	-	-	-	1	-	1	-	-	-	-	-	-	-	-

REPORT by *Her Majesty's Inspector of Schools*, T. W. M. MARSHALL, Esq., on the ROMAN CATHOLIC TRAINING COLLEGE for SCHOOLMISTRESSES at ST. LEONARD'S-ON-SEA;—for the Year 1857.

MY LORDS,

Number of
students.

THE number of students now in this institution is twenty-four, of whom ten are second and fourteen first-year students. All are Queen's scholars. I anticipate that about twenty-five candidates will seek admission in December next, and it is probable that the total number of students in residence will not at any time much exceed fifty, the great advantages offered at this college being, in some degree, neutralized by its geographical position. It is, however, extremely satisfactory to me to know, from personal observation as well as from the recorded opinions of more competent judges, that the larger number of students who will naturally be attracted to Liverpool on account of its more convenient situation will enjoy at that admirable institution the highest privileges during the whole course of their training. When, therefore, a student from my own district elects to pursue her studies in the northern training college, it is impossible for me to oppose any objection; because, whatever her choice may be, it is certain that she will enjoy all the advantages which she can desire to secure in preparing for her future profession. It is indeed a subject of congratulation, as well as a complete guarantee for the efficiency of female Roman Catholic teachers, that two institutions in different parts of the kingdom are now in active operation, in both of which the teaching is of so high an order, so conspicuous for breadth, minuteness, and accuracy, that the students in each consider themselves especially privileged, and perhaps in both cases with equal reason.

Staff of
teachers.

The staff at the St. Leonard's Training college is composed exactly as in former years, and the ladies who hold office in it continue to discharge the duties which they have so generously undertaken with the same energy and animation, the same patient devotion and assiduity, and certainly with undiminished practical skill. Perhaps the most useful report which I can offer on the present state of the institution will be found in a brief outline of the system pursued in the various branches of instruction, for details of which I am indebted to the considerate kindness of the superiors, by

whom the principles which regulate the whole course both of teaching and discipline have been defined, and the effect of whose prudent counsels and intelligent supervision is manifested in every department and in every feature of the college.

In the lectures given to the students on the theory of school keeping the following order appears to be observed. After some general instruction on school fabrics, their proper dimensions and proportions, the most suitable sites for urban and rural schools respectively, and other points immediately connected with these—with respect to which, although they are perhaps not likely to exercise any personal influence, they should at least possess definite notions—they are brought to the consideration of—

Organiza-
tion.

Internal Arrangements.—Under this head is included all which properly belongs to the subject of school organization; the different ways in which schools may be fitted up, with the advantages and disadvantages peculiar to each, and the simplest and most effective method of removing the latter; the proper use of parallel desks, circular groups, and galleries; the subjects to be taught to the classes assembled in each, and the reasons which recommend a special kind of organization for certain branches of instruction. Finally, the students are exercised in drawing plans of school-rooms for any number of children under given circumstances.

The apparatus of a school forms the subject of one or more special lectures, and the students are assisted to adjust and apply the experimental knowledge which they have acquired during the period of their apprenticeship. They are exercised on this subject in the practising school, and I am glad to learn that it is proposed for the future to secure a more practical and familiar knowledge of it by giving each second-year student the entire charge of the elementary school for certain portions of the year, under as many different circumstances as possible. It is to be regretted, however, that the number of children composing this school is, and probably will continue to be, inconsiderable; a disadvantage which is not altogether counteracted by the excellence of the methods employed and the skill of the teacher. On the other hand, it is worthy of observation that twelve of the students at the recent examination were marked "good" in *school management*, and that eight out of ten of the second-year students, a remarkably large proportion, obtained that distinction.

Discipline, which may perhaps be deemed the most critical and effective test of the real character of a school, is a point to which the attention of the students is urgently directed; and certainly the whole subject seems to be handled in this

Discipline.

training college with remarkable power, and a thorough knowledge of the principles which ought to guide a teacher in her attempts to secure this great object, the beginning and end of all educational efforts. It is impossible to indicate within reasonable limits the very minute and careful treatment which it receives, and the results of which I think I have already observed in several students who have quitted the institution. They are instructed that this fundamental point of school management depends more than any other upon the mistress herself and her own gifts, natural and acquired. The work of discipline must begin therefore with herself, and on this first principle the whole subject rests. By self-discipline alone she gains the power of establishing and maintaining her authority, of securing prompt and cheerful obedience, of rewarding without weakness and rebuking without intemperance, of acquiring permanently the esteem and confidence of her pupils, and above all the difficult art of convincing even the most sensitive that her punishments are acts of love, I must add that I have seen such conclusive evidence of the results of this teaching in the case of students now in charge of schools as to leave no doubt of the practical effect which it has produced upon them.

Method.

The lectures on method, arranged under the two general heads of collective and individual, with the usual subdivisions of analytical, elliptical, etc., and enforcing the proper combination of these various methods in given cases, include, as they ought to do, every subject taught in elementary schools. The students appear to appreciate the value of these lectures, which are entrusted to a teacher unusually competent to treat such a subject, and distinguished for clearness, simplicity, and power of illustration. Several *notes of lessons* are now required weekly from the students, and they are examined and corrected with all the care which this important subject demands.* It is in the highest degree improbable that feeble and ineffective methods should be employed in schools which may hereafter be committed to teachers trained in this institution. Some will derive more and some less benefit from the instructions of the mistress of method, but all will have learned to appreciate a course of instruction too remarkable to be ever wholly effaced from their memory, and will have been impressed with the conviction that success in teaching depends absolutely, and in every subject, upon the employment of true methods.

* All the students were marked either "good" or "fair" in this subject, at the last examination.

Considering that at least the great majority of pupil-teachers, owing to the conditions of their previous life, have possessed neither leisure nor opportunity for general reading, that they have acquired no facility in composition, and are, therefore, wholly incompetent to discriminate characteristics of style, students are wisely examined on admission in orthography, syntax, and the logical analysis of sentences. It is only when these elementary subjects have received sufficient attention that they are encouraged to study more systematically the structure and history of the English language, and, at a still later period, as far as the brief duration of student life permits, to form some acquaintance with the principal English writers, viewed in chronological order, and as types of characteristic styles of composition. There is no more conspicuous defect either in pupil-teachers or students in training colleges than feebleness of composition. The history of their lives is a sufficient explanation of their want of power in this respect. They have acquired, for the most part hastily, and under the pressure of conditions which do not admit of modification, a considerable number of *facts* in various branches of elementary learning, and, in favourable cases, some knowledge of *principles*, together with a certain amount of mental energy, displaying itself chiefly in analysis and comparison. But they have been too much hurried throughout the whole course of their apprenticeship, except in comparatively rare cases, to concern themselves much about the manner in which this knowledge is produced and exhibited. They attach importance only to the idea which they seek to express, but not to the grammatical form in which it is shaped. Purity of diction, harmony of sentences, the skilful choice and arrangement of words, by which the sober and measured accents of prose are made to rival and not unfrequently to surpass the music of poetry : these are graces which it would evidently be irrational to expect in students of such a class. When they do attempt independent composition the result is usually not encouraging. Still it is essential, with reference to their future usefulness as teachers, that they should be led from the study of grammar to that of literature ; and to succeed in effecting this further progress is perhaps one of the most difficult tasks which a training school proposes to accomplish. The books chiefly relied on with this object in the St. Leonard's Training College appear to be Milton and Shakespeare, and a selection of figures of speech from Pope's Homer. To these are added the analysis of some of Cicero's translated orations, extracts from Addison's essays, and select pieces from Gibbon's History of the Roman Empire. I do not venture to express an opinion on this choice of authors ; but I may be allowed to

Grammar
and English
literature.

say that a sound discretion seems to have been exercised in selecting from among modern writers as guides in the formation of a pure style, and almost incomparable in simplicity, force, and dignity of language, the two masters who have exerted a greater influence than all other men upon the English tongue in our own times, viz., Dr. Newman and Lord Macaulay. Of course the college authorities are not so imprudent as to propose such types of composition to young persons of this class without adding a large amount of comment and explanation, nor do they probably anticipate that their pupils will do much more than learn to admire, without seeking to imitate, such exalted models. But they do find, by constant observation, that the study of such writers, who always use the most appropriate language as if by instinct, and in expressing the most elevated thoughts rarely use a superfluous word, sensibly checks and diminishes the tendency to a vulgar, inflated, and pretentious style, corrects redundancy, and encourages, even more rapidly than might have been expected *à priori*, sobriety, naturalness, and good taste. The more intelligent students, I am informed, after going through the course of lectures on English literature, are able to detect the errors and enormities of their earlier compositions, and to conceive a wholesome dread of relapsing into them. This is evidently a clear and definite gain.

Geography.

The scheme of geographical lectures in this training college appears to be judicious in its aim, which is rather to establish sound general views and correct scientific ideas than to load the memory with a mass of unimportant and unconnected facts. The first lectures in the course give a simple outline of popular astronomy, so far as is required to fix in the mind a clear idea of the relative position of our world in the planetary system. The text books are chiefly Humboldt, Herschel, and Moseley, and illustrative diagrams are used sometimes with good effect by the aid of a large magic-lantern. The students are next introduced, as it seems to me with great propriety, to an elementary history of the crust of the earth, in the course of which they derive at least so much knowledge of the leading facts of geological science, illustrated by the best maps, as may enable them to refute the arbitrary and inaccurate conclusions which are sometimes deduced from it. They learn that the discoveries of science in this field of knowledge may be accepted without uneasiness by the Christian student; and that even if it could be demonstrated, as some geologists insinuate, that supposing the retrograde movement of the Niagara Falls, and the disintegration of the limestone rock over which it passes, to have been uniform, it must have been in existence at least 35,000 years, there is nothing in this very probable assump-

tion, nor in any similar one, which need alarm their faith. I have always regretted the general ignorance which prevails in schools on this profoundly interesting and suggestive subject. There seems to be no reason why one or other of the admirable elementary treatises on geology which have been published of late years should not be used as a reading-book, at least occasionally, instead of the insipid and unattractive "lessons" with which children are so often wearied, and which seem to have been framed with such ingenious dulness, as if the object had been to disgust them effectually and for ever with the pursuit of knowledge. Meanwhile, it is satisfactory to know that the science referred to is not deemed an unsuitable subject of study, within definite limits, in the training college upon which I am reporting.

After the consideration, as far as time and opportunity allow, of physical and comparative geography, the subject is then pursued in connection with the history of the human race, the effects of climate and other agencies on organic life, the ethnological distribution of the great human families, and other kindred topics. Possibly this way of handling so vast a subject may be too ambitious, considering the character and qualifications of the students, but it is well to aim at a high standard, even if it be found impossible in practice fully to attain it. Map-drawing is taught on an excellent plan, and with decided success, when they come to treat of local geography, and great interest is excited by seasonable reference to the lives of celebrated travellers, the voyages of discoverers, the routes of conquering armies, and especially to the nobler and more inspiring adventures of the apostolic missionary. The travels of Bruce or Humboldt, of Huc or Livingstone, charm the imagination and awaken thought; but the "Annals of the Propagation of the Faith," often equally valuable as contributions to science, excite deeper emotions: and while they extend the range of knowledge in several departments of geographical research, they invite the student, too much absorbed by the fascinations of mere human learning, to a higher sphere, and remind him of the grave admonition of one who was both a missionary and a traveller, "*caritas nunquam excidit..... scientia destruetur*." *

English History, constitutional and general, receives careful History. attention, and is taught, as far as I have been able to ascertain, with intelligence and method. In the last examination, however, the papers worked by the students on this subject do not appear to have displayed remarkable merit, eighteen out of

nineteen being marked "fair," and only one "good." It is probably in this paper that weakness in composition especially betrays itself. The explanation cannot, however, apply in this particular case as accounting for the comparative failure of the *second*-year students, since the *Essay* of seven out of ten of their number was marked either "good" or "excellent," and the remaining three "fair." I am afraid that some time was lost in decorations and illuminations at the head and in the margin of this paper, which were extremely pretty and very creditable to the skill of the students, but which, as I warned them at the moment of executing them, consumed a portion of the three hours allowed for the subject; and though they might be accepted as proofs of proficiency in drawing, could not rise to the rank of historical facts, nor be taken as substitutes for them.

Arithmetic.

I do not think it is possible to teach arithmetic with more careful attention to principles, or by more energetic methods, than are employed in this training college. If the students fail to acquit themselves with success, it must be their own fault. I observe, however, with satisfaction, that of ten second-year candidates, seven are marked "good."

Drawing.

This art, so useful on many accounts to the elementary teacher, and the possession of which facilitates skill in black-board illustration, and encourages its application, has always been taught with signal success in this training college. The two ladies who superintend this branch of instruction have themselves, though perfectly indifferent to official honors, submitted to an examination, and received your Lordships' certificate as qualified teachers of drawing; while for two years in succession every student in the college, both of the first and second years, has not only passed the examination with credit, but has gained the prize awarded by the verdict of the Department of Science and Art. It is also a singular fact, that every pupil-teacher in my district who has succeeded in gaining a drawing prize has been apprenticed in schools under the charge of members of the same admirable community who founded the St. Leonard's Training College at their sole cost, and carry it on by their own unaided efforts.

This will perhaps be a convenient place to notice two points in connection with the subject of drawing, which have been referred to by others on various occasions, and, so far as I have observed, with uniformly coincident comments. One relates to the nature of the prizes commonly dispensed to successful students, the character of which seems to have excited several grave persons to unusual pleasantries. I think the students themselves are perfectly satisfied with them, and quite unconscious of the severe criticism which they have

provoked on the part of others. Still it may be said, without unduly impeaching the liberality which presides at their distribution, that if these prizes are viewed simply as official recognitions of skill in drawing, they have a definite and appreciable worth; but if they are regarded as possessing a further and independent value, or are proffered as substantial rewards, then perhaps they may be said to resemble a feast from which both the viands and the wine are omitted.

The second point to be noticed is the great discouragement inflicted upon pupil-teachers who have not studied in local schools of design, and who are therefore examined in drawing at the same time as in other subjects, and under circumstances extremely unfavourable to their success. The ordinary collective examination of pupil-teachers rarely terminates before five o'clock in the afternoon, and at that hour they are commonly too much fatigued to be in a condition for further toil. Yet in the case of all candidates for a drawing prize an additional hour must then be employed in an exercise which requires the nerves and muscles to be in a state of repose, and, at least during several months of the year, with a quantity and quality of light which must effectually baffle even a greater degree of skill than most of them possess. In consequence of these insuperable difficulties I have known cases in which well qualified candidates have declined to make an effort to which they felt they were unequal, and in which they could not reasonably hope for success.

Probably no one expects that the small amount of time and Music. attention which can be given to the study of vocal music in a training college should produce much result. Only superficial progress can be looked for in a subject which demands for complete success both a special gift and a long course of systematic study. It will be enough if the students acquire sufficient power to encourage them to introduce the elements of vocal music and the practice of popular singing in their schools. And this result, insignificant as it may appear, will amply repay all the efforts which may have been employed to obtain it. Nothing can be more dreary than a school for little children from which musical sounds are banished. Yet such schools exist. I think it would be no exaggeration to say that they always present a special character, and that not an attractive one. The unmusical school is sure to exhibit more than an average share of inattention and listlessness. Its life is as it were checked, and something seems wanting to it; the air in such a school is heavy, and the children are oppressed. A child who never sings is as great an anomaly as a voiceless bird, and both of them may well perplex a naturalist. Music is as much an instinct with the one as with the other; and

teachers who have no ear for song are deprived of a faculty the want of which will compel them, if they would save their school from a dismal monotony, to look out for a vocal deputy.

At the present day there is really no excuse for this needless cruelty to children which the absence of music involves. The large collections of beautiful songs and hymns which the labour of thoughtful and charitable persons has furnished for the use of schools, and in many of which teaching of the highest import is found in alliance with graceful melodies, should constrain the least considerate teacher to the eager employment of such persuasive auxiliaries. I often hear in schools under my inspection the admirable hymns of Dr. Faber and the songs of Mr. Formby, both of which I am incessantly recommending; but too often also I hear neither the one nor the other. This fault will be corrected, I am sure, by teachers who have been trained at St. Leonard's. They will have learned to value the aid of music, and to give to sacred verse its due place in the work of education. They will comprehend how great is the influence upon the mind of a child of well chosen songs and hymns, and will be ashamed to waste such treasures by a culpable neglect. Let this thought encourage them in their own study of vocal music; and let them be assured that in pursuing it they are acquiring a power which will be irresistible in their schools, which will often kindle cheerfulness in the midst of gloom, and even find an entrance for many a lesson which, without its help, would have appealed in vain to closed and unwilling ears.

Needlework.

I must not conclude without at least a brief allusion to the means employed in this college for promoting industrial skill. I cannot pretend to speak as a judge in such a matter; but if I may trust my very feeble apprehensions of the quality of good needlework, I should say that the highest degree of skill is exhibited here, if not by the students, certainly by the teachers. All kinds of work and embroidery have been exhibited to my undiscerning admiration, from the simplest to the most elaborate; including even the most beautiful ecclesiastical vestments, and lace said to be worth several guineas per yard. I assume, therefore, that the students enjoy due advantages in this respect; and there can be no doubt that the intention recently announced of allowing marks for good needlework, and of recognising at the annual examinations by a more special classification than has been hitherto attempted various degrees of proficiency in industrial skill, will give a wholesome impetus to this necessary branch of female education.

I have now reviewed in succession the different studies prosecuted in this training college, and it is time to state once more my conviction that in each and all of them the students enjoy the highest advantages. But these subjects, though strictly elementary, range through a wide field of mental labour; and considering the imperfect qualifications of some of the students, and the narrow compass of time into which so large an amount of instruction has to be condensed, it would be unreasonable to anticipate that success should in every case be fully proportioned to the means used to attain it, or even that failure should always be avoided. Hitherto the results have been more than satisfactory. Of the second-year students who have thus far completed their training thirty-four per cent. have obtained the first, forty-four the second, and twenty-two the third class. As to the future, whatever the most unwearied patience and charity, talent of a very high order, solid and accurate attainments, and a thorough perception of the true aim and object of a training college can effect, may be confidently looked for; due deductions being made for the nature of the materials upon which these high gifts are to be employed. One palpable defect only is to be noticed in this college, but it is not peculiar to it, and belongs equally to all the institutions hitherto founded by Roman Catholics, for promoting popular education in this country. I allude to the want of special training for infant-school teachers. A proposition has recently been addressed by my colleague, Mr. Stokes, to the *Roman Catholic Poor School Committee* for the remedy of this defect, in the terms of which I heartily concur; and as he justly remarks that "the limited population of St. Leonard's could not furnish the number of children" necessary to form "a good infants' school for practice," I entirely agree with him that "the infant teachers' class should be formed in the Liverpool Training College," where every facility exists for conducting it with advantage.

I have only to add that the total number of students who have thus far completed their training at St. Leonards, and entered upon the charge of schools, is thirteen, of whom eight are at this moment employed in London. As far as I have had opportunities of judging, all of them are displaying valuable qualities, and some are likely to prove teachers of the highest class. If I were to attempt a classification of the thirteen referred to, with my present knowledge of them, I should say that three are excellent, eight good, and two fair; though I am by no means sure that the first figure in the list ought not to be a larger one. The college will no doubt continue to produce the same class of teachers; and if so, it is easy to

estimate the services which it will render to the cause of education in the course of a few years. The old race of feeble and incompetent, though well disposed, teachers will become extinct, and their place be supplied by others who will at least have had the enjoyment of privileges of which their predecessors could neither form any conception, nor, except in rare instances, have made any effectual use even if they had been offered to them.

I have the honor to be, &c.

T. W. M. MARSHALL.

To the Right Honorable

The Lords of the Committee of Council on Education,

APPENDIX.

ROMAN CATHOLIC TRAINING COLLEGE FOR SCHOOLMISTRESSES, (ST. LEONARD'S-ON-SEA).

First Year { 9 Candidates.
7 Certificates.

Second Year { 10 Candidates.
10 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Arithmetic . . .	-	-	3	7	4	2	2	1	-	-	-	-	-	-
Industrial skill . .	-	-	2	4	4	6	2	-	-	-	-	-	-	-
English grammar . .	-	-	2	3	6	6	1	1	-	-	-	-	-	-
English history . .	-	-	1	-	3	10	-	-	-	-	-	-	-	-
Geography . . .	-	-	1	2	6	6	2	2	-	-	-	-	-	-
Domestic economy .	-	-	1	1	5	7	3	2	-	-	-	-	-	-
School management .	-	-	4	8	5	1	-	1	-	-	-	-	-	-
Vocal music . . .	-	-	-	-	5	3	-	6	-	-	-	-	4	1
Drawing . . .	1	-	3	-	3	4	1	6	-	-	-	-	1	-
Reading . . .	-	2	6	5	3	3	-	-	-	-	-	-	-	-
Spelling . . .	-	-	6	10	2	-	1	-	-	-	-	-	-	-
Penmanship . . .	-	-	1	2	6	5	1	3	1	-	-	-	-	-
Notes of a lesson (Students of 1st year only) . . .	-	-	4	-	5	-	-	-	-	-	-	-	-	-
Essay (Students of 2nd year only) . .	-	2	-	5	-	3	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only) . . .	-	4	-	5	-	1	-	-	-	-	-	-	-	-

REPORT on the ROMAN CATHOLIC TRAINING COLLEGE for SCHOOLMISTRESSES, at Liverpool; by Her Majesty's Inspector of Schools, SCOTT NASMYTH STOKES, Esq.;—for the Year 1857.

MY LORDS,

January 1858.

THE year 1857 has witnessed satisfactory progress in the Liverpool Training College. Early in the year the new buildings, described in my report for 1856, were occupied by the students and governesses; and, with some allowance for the trials which recent erections always entail, they have been found suitable and convenient. In the visits which it has been my pleasure to make, I have observed but one defect, viz., a decided want of ventilation in the lecture-rooms. At my suggestion a Sheringham's valve was inserted in an outer wall; but, in spite of this contrivance and of the Arnott's ventilators, the air of the rooms is not renewed with sufficient rapidity, and further means of ventilation are very desirable. I am sure that attention will be given to a point which concerns the students' health.* I feel particular satisfaction in reporting that the health of the inmates has been remarkably good. The students appear strong and vigorous; and the infirmary has been used in one case only, though that unhappily proved very serious.

Needful additions have been made to the teaching force. Besides the Principal, who is responsible for the discipline, and for every detail of management, but undertakes no part of the ordinary routine of instruction, there are four highly qualified governesses, with special teachers for music and drawing. Method is moreover taught by the head mistress of the practising school, whose extraordinary power as a practical teacher cannot be surpassed. Domestic economy has recently been placed under the care of a lady who, as head of a charitable institution in the neighbourhood of London, acquired valuable experience in the management of young women. Thus the staff of teachers is numerous and complete.

At the close of 1856, when this institution had been in operation for one year, twenty students offered themselves for examination. Eighteen obtained classes, and two were placed on the schedule. The marks awarded to their papers will be found at the conclusion of this report.† Eleven of the students of 1856 remained to complete their course by a second year

* Since the above was written, additional ventilators have been inserted in two windows.

† The marks of Christmas 1857, just issued, are likewise appended.

of training, and I hope that some who left at the end of their first year will subsequently return with the same desirable object.

In January 1857 eighteen new Queen's scholars commenced residence, but three of them withdrew before the end of the year. Several paying students have sought the benefits of the training college. The number attending the last December examination was thirty-two; viz., ten students of the second year and twenty-two of the first. Twenty-nine new scholars have been admitted in the present month, and the number of students now in residence approaches fifty.

Of the second year's students I cannot speak too highly. Their powers of teaching were tested last September, when, in company with my colleague, Mr. Marshall, I visited the three Roman Catholic training colleges, and their performances on that occasion were very satisfactory. One of them who then seemed full of health and animation, as the winter drew on, gave decided evidence of a consumptive tendency, and at length grew so weak that, instead of attending the examination to which she had been hopefully looking forward, and entering upon the school to which she had engaged herself, she was moved to her home in Newcastle in a very precarious condition.

This institution, though of but two years' standing, has already supplied trained schoolmistresses to Airdrie and Galashiels in Scotland; to Talacre and Pantasaph in North Wales; to Douglas in the Isle of Man; to Durham; to Hampton in Warwickshire; to York; to Wellington in Shropshire; to Liscard in Cheshire; and in Lancashire, to Liverpool, St. Augustine's, and St. Helen's; Manchester, St. Mary's; Bolton, SS. Peter and Paul's, and St. Mary's; Kirkham, Fleetwood, Gillmoss, and Barton-on-Irwell.

The position occupied in the class-lists by the teachers already sent out, and by others who will yearly follow them, though a fair proof of knowledge in certain branches, affords no sure criterion of professional ability. I am persuaded that the second year's students at least are even better teachers than scholars. Great importance has been attached to lectures on method, and not less to repeated trials in the practising school. The principles enunciated with so much force in the Rev. F. Temple's report on male training colleges are nowhere more cordially accepted than in Liverpool, where the governesses (with all other friends of popular education) regret that they are not likely to enjoy further opportunities of profiting by the sound judgment and lucid reasoning of that gentleman. In Liverpool, indeed, the practising school forms a prominent feature in the training college, and with excellent results.

I hope, however, that I may be permitted to suggest an extension of principles already acknowledged. The present practising school, I would remark, might form an admirable model school; while the erection of larger buildings might give greater scope for practice. The ladies who have already invested a large sum in building the training college for the general good cannot be asked to spend more for the same purpose, but other means would surely not be refused where the claim for help is so valid. The existing practising school does not possess a good infants' department; and, without it, infants' teachers can scarcely be produced. Meantime there is pressing want of such teachers. The best infants' schools which I visit are, perhaps, at St. Ignatius', Preston, and Towneley, and there are other valuable institutions of the same class; but, speaking generally, I cannot consider the infants' departments as equal to the girls'. The same scientific examination of methods, the same elaborate study of organization, has not been bestowed upon them. The Liverpool Training College would be fully capable of undertaking this additional duty, if there were attached to it a large practising school with suitable infants' departments. Hammersmith has been established for masters; Liverpool and St. Leonard's for girls' mistresses; but training is not yet provided for infants' teachers. I beg leave to recommend this subject for particular attention.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honorable

The Lords of the Committee of Council on Education.

LIVERPOOL ROMAN CATHOLIC TRAINING COLLEGE, FOR SCHOOLMISTRESSES.

RESULTS OF EXAMINATIONS HELD AT CHRISTMAS, 1856 and 1857.

1856.

First Year { 20 Candidates.
18 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.	First.	Second.
Arithmetic	-	-	13	-	8	-	-	-	-	-	-	-	-	Nd.
Grammar	-	-	7	-	13	-	-	-	-	-	-	-	-	-
Geography	-	-	-	-	9	-	11	-	-	-	-	-	-	-
History	-	-	5	-	15	-	-	-	-	-	-	-	-	-
School Management	-	-	8	-	10	-	2	-	-	-	-	-	-	-
Notes of a Lesson	-	-	15	-	3	-	2	-	-	-	-	-	-	-
Domestic Economy	-	-	2	-	11	-	7	-	-	-	-	-	-	-
Industrial Skill	1	-	4	-	10	-	4	-	1	-	-	-	-	-
Drawing	-	-	-	-	-	-	3	-	12	-	5	-	-	-
Music	-	-	-	-	13	-	6	-	1	-	-	-	-	-
Reading	3	-	9	-	6	-	2	-	-	-	-	-	-	-
Spelling	-	-	17	-	3	-	-	-	-	-	-	-	-	-
Penmanship	1	-	6	-	12	-	1	-	-	-	-	-	-	-

1857.

First Year { 22 Candidates.
22 Certificates.

Second Year { 10 Candidates.
9 Certificates.

Arithmetic	-	-	10	5	12	4	-	1	-	-	-	-	-	-
Industrial Skill	2	-	18	7	3	3	-	-	-	-	-	-	-	-
English Grammar	-	-	19	3	10	7	-	-	-	-	-	-	-	-
English History	-	-	5	-	16	8	1	2	-	-	-	-	-	-
Geography	-	-	6	-	12	-	3	9	1	1	-	-	-	-
Domestic Economy	-	-	2	-	6	1	10	9	4	-	-	-	-	-
School Management	1	2	12	4	8	4	1	-	-	-	-	-	-	-
Music	-	-	8	2	9	5	1	2	-	-	1	4	1	-
Drawing	5	1	8	4	4	1	3	4	-	-	-	2	-	-
Reading	2	1	8	5	9	4	3	-	-	-	-	-	-	-
Spelling	-	-	23	10	-	-	-	-	-	-	-	-	-	-
Penmanship	-	-	3	1	13	7	6	2	-	-	-	-	-	-
Notes of a Lesson (Students of 1st year only)	2	-	13	-	7	-	-	-	-	-	-	-	-	-
Essay (Students of 2nd year only)	-	-	-	5	-	5	-	-	-	-	-	-	-	-
Inspector's Report (Students of 2nd year only)	-	2	-	3	-	5	-	-	-	-	-	-	-	-

REPORT on the CHURCH OF SCOTLAND NORMAL COLLEGE at Glasgow; by Her Majesty's Inspector of Schools, JOHN GORDON, Esq.;—for the Year 1857.

MY LORDS,

Edinburgh, December 1857.

IN a former report which I had the honor to present to your Lordships on the Glasgow Normal College, I remarked one part of its organization which seemed to require improvement;—the practising school appeared to be too little connected with the other department in which the students receive their instruction. I have now to state, that the remedy, which the managers had previously intended, has since been given,—so that the union of the two parts of the institution is now complete. If it had remained incomplete, and even if the practising school had been wanting altogether, the institution would still have realised much of the special and distinguishing uses of a training college. The students would have found in it a course of study in elementary and other subjects, well fitted to prepare them for their future work, and such as they could not easily have found elsewhere; for, in other schools, where the same subjects are taught, they are not often taught up to the same advanced points at which they are offered to the students in training, neither would the master's attention be sufficiently available to students, while much of it was due to other pupils. On the other hand, the Universities are not easily reached by students of that class in quest of the higher instruction; so that, on the whole, the training college has a peculiar function in simply providing for the sufficient information of the students in those branches which they shall afterwards have to teach,—and nothing more. But something more is necessary for the full equipment of the seminary,—and that is the practising department, which the Glasgow Normal College has always had, and which it now has, more thoroughly incorporated with the other branch than it had been before. At all times the students were occupied sufficiently with their own studies, and quite sufficiently with the work of tuition in the practising school; but it was remarked that their studies might have had a little more reference to the tuition, and the tuition to the studies.

The encouragements lately given by your Lordships have greatly increased the resources of the institution; and thereby the managers have been enabled to augment the staff of

teachers,—which they have seen to be a simple and sufficient method of mending the organization on the point referred to. A master has been appointed to relieve the Rector of a portion of his duties in the instruction of the students, and to him has been assigned the care of the junior classes, both male and female, so far as concerns their studies in Bible history, English grammar, and geography. By this means, the Rector is now enabled to employ and does employ two hours daily in the practising school; where he is occupied almost wholly in overseeing and directing the students, male and female, as they, in the plain, laborious way of practice, seek to acquire some skill in the work of tuition. Their teaching is in the same branches in which they are themselves daily taught; and the Rector is careful to make the lesson which they receive often bear with advantage upon the lesson which they give. In particular, an important part of their instruction in the other department consists in the Rector's weekly lecture on the "principles and practice of teaching;" and the practising school is now at hand to illustrate the principle by the practice. It is well, indeed, that the students should be informed in the principles of what they are to practise, where-soever these may lie, though it should be among the special truths of a science which it is no part of their business to teach. But, if the theory be not largely supported, not merely by example, but by practice, and habitual practice, there is some danger that a class of teachers may be produced, who shall underrate the subservience of their own knowledge in general to the special purposes of their calling. The Rector's presence in the practising school is, therefore, very useful, not merely by the influence that attends it on the spot, but by the realizing effect which is thereby gained to his prelections. He describes these results as follows:—

"There is a close connexion existing between the pedagogical teaching of the Rector and the methods pursued both by the teachers of the students and the masters of the practising school. The male students of the first year attend the practising schools, during the first two months of the session, for one hour on each of two days of the week, when they are directed to observe the mechanical arrangements of the school, the organization, so far as they can understand it, and the methods pursued by the different masters in teaching. They are accompanied by the Rector, when it is possible, and they are encouraged to inquire of the masters the reason for any process that they may be at a loss to comprehend. At the end of two, or, at most, three months, their attendance in the school is limited to one hour per week, the other hour being occupied in listening to the pedagogic instruction of the Rector, who is thus enabled to direct the attention of his auditors, for proof or illustration of what he says, to what they have seen in the practising school. Towards the end of the session, the more promising of the first year's male students will be allowed to teach two hours in the week.

"The male students of the second year are employed in teaching daily for one hour and a half. Having, during the preceding session, observed the teaching of the masters of the practising schools,—having been themselves taught by similar methods, and having listened to their exposition by the Rector,—there is little difficulty felt by second year's students in using them with success.

"As the Rector is always in some part of the practising school when the students are teaching, should he observe any defect common to them all, he would take an opportunity of giving to them, collectively and out of the practising school, such additional information as seemed necessary. If, however, the defect extended to only one or two, he might, as indeed he does, seek to correct it by requesting the student to allow him to take the class for a few minutes, and then simply doing before the student what he should have done. It is quite possible to do this without revealing to the children its design. Or again, when all the students are assembled, the Rector may report what he has seen, *without giving any names*, and court general criticism on it from the students.

"As the Rector cannot be in all the departments at the same time during the practising of the students, his place is supplied, as far as possible, by the teachers of those departments where for the time he may be absent. During the last four months of the session, more extended instruction closely connected with school-keeping will be imparted to second year's students.

"The students are divided into equal sections corresponding to the number of departments, and each section remains for one month in the same department, and then passes to the next. At the end of three months the subjects taught during the hour and half of students' attendance are changed, so that in the course of the session the students have an opportunity of teaching and seeing taught all the branches of instruction to be found in the school.

"Though the female students are divided into two classes, they are all sent to the practising schools at the same hour; but they are arranged in different groups according to their year of study, and according as they are Queen's scholars or students upon another footing. Some are employed in teaching, and are directed in the same manner as the male students. Others *look on* for a considerable period, and are afterwards permitted to teach. Only the more advanced of the first year are allowed to teach, after several months of observation, during four hours of the week. One hour per week is devoted by the Rector to special instruction of the female students in the art of teaching. They generally form one class. Their errors in teaching are corrected either on the spot by a master or the Rector, by the Rector in a special lesson, or by themselves in class sitting as critics on what has been reported to them."

One desired effect of the change produced by the appointment of another master has been that, while the time of the students in the practising school is employed to much more purpose than it had been before, it is somewhat abridged, so that more time remains for their own studies; how much may be seen from the appended time-table (*Appendix A*).

Another effect of the same change is confidently expected. At the late examination for certificates of merit, it was observed, that, on questions regarding school-management, teachers had somewhat the advantage of students; and it seemed that practice in the hands of earnest men had been a source of truer insight in this matter, than rules and suggestions delivered by the most intelligent preceptors. But there can be no doubt that improvement in this way will be secured to students of this school by the Rector's supervision of their practice, and, let me add, by the cordial co-operation of all the masters. In other respects, the arrangements remain pretty much the same as formerly described. The accommodation has, however, been somewhat improved; the library enlarged; a greater uniformity obtained among the class-books in use; and this registrations conducted on a more comprehensive plan. The last operation affords some regular employment to the students,

and is fitted to produce habits of punctuality and expertness in that important point of school-keeping.

The students of the last session were 83 in number (46 male, 37 female). They will be found classified in the appended table (*Appendix B.*); but it may be here noticed that 63 of their number succeeded at the late examination for certificate (36 male, 27 female). I beg leave to remark, 1st, That the number or the proportion of students that succeed at the examination for certificate is no sure indication of the efficiency with which the school has been conducted; the reason is that the students bring to the seminary, when they enter, different degrees of acquirement; different to the same seminary in different sessions; different also to one seminary and to another. The true measure, therefore, of what the school does for the student is not the number of those that succeed at the examination, but the progress which they have made at the seminary, if that can be discovered. Twenty-three of the students of the last session were Queen's scholars who had served apprenticeship; but apprentices come very differently prepared from different schools; and thus, all training colleges are not equally fortunate in the merits of the Queen's scholars they receive, and none of them is equally fortunate in that respect at all times. Again, some of the male students of the last session were bursars on the fund of the Education Committee of the Church. Now, these bursars were selected after competition opened to young men of the proper age from all parts of the country, and they were selected as the best in present acquirement, as well as in capacity and character. But the acquirement is oftentimes very small, and this is no bar to their admission if, on the other points mentioned, they appear deserving; for if, whether admitted or not, they are bent on being teachers, the training college cannot be ill employed in giving them the necessary preparation. A case the very opposite to this sometimes occurs; a candidate for a bursary appears who is already well advanced in his acquirements, and whose success at the examination for certificate is, from the first, almost certain. May it not be questioned, whether the case first referred to is not the one that has the better claim to the benefit of the training college? It is not the one, however, that will reflect upon the college the greater degree of credit at the examination; for all that the college had quietly effected for the backward student is there unseen.

2ndly. It is observed that a decided change has lately taken place in the sources from which students are supplied. During the first ten years, nearly all the male students were bursars on the fund of the Education Committee of the Church; during the last year, the number of such bursars

was 11 (10 of the first year, 1 of the second). Their number it is said, is still less for the present session ; and perhaps they will soon altogether disappear. The Queen's scholars take their place ; and Queen's scholars are not now required to have served an apprenticeship. How far the scholarships will come to be sought by unapprenticed candidates is not yet apparent ; but it is certain that the candidates will not be of quite the same class with those whom they superseded,—those who sought the Church bursaries,—for success in the examination for scholarship is unattainable without considerably higher qualifications than the latter usually possessed.

I beg leave to append a statement of the income and expenditure for the year ended on the 30th of June last (*Appendix C.*), and have but to add that the zeal and ability of all concerned, either in the school management or in the several departments of tuition, continue unabated.

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

GLASGOW NORMAL COLLEGE ; SESSION OF 1856-7.

TABLE showing the Number of Hours per Week devoted to each Subject of Instruction.

	MALES.		FEMALES.
	Senior.	Junior.	
Religious knowledge - - - -	2	3	3
English history - - - -	2½	2½	2½
Geography - - - -	2½	2½	2½
Grammar - - - -	2	3½	3½
Arithmetic - - - -	—	} 8½ {	3½
Mathematics, &c. - - - -	10		—
Latin - - - -	2	2	—
Drawing - - - -	3	3	2
Music - - - -	3½	3½	3½
Professional instruction - - - -	1	1	1
Teaching - - - -	7½	1	4
Domestic economy and needlework - - - -	—	—	5
	36½	31½	31½

APPENDIX B.

GLASGOW NORMAL COLLEGE; SESSION OF 1856-7.

	Males.	Females.
QUEEN'S SCHOLARS.		
Number of first year Queen's scholars - - -	14	2
Number of second year ditto - - -	16	10
	30	12
FREE STUDENTS.		
Number of first year free students - - -	10	-
Number of second year ditto - - -	1	-
	11	-
SELF-SUPPORTING STUDENTS.		
Number of first year self-supporting students - - -	5	23
Number of second year ditto - - -	-	2
	5	25
Total - MALES, 46 - FEMALES, 37	TOTAL, 83.	
	Males.	Females.
Number of students presented to H.M. Inspector for examination in June 1857 - - -	43	28
Number of students who succeeded at examination in June 1857 - - -	36	27

N.B.—*Every student* that had attended Ten Months was presented.

APPENDIX C.

STATEMENT of INCOME and EXPENDITURE of the GLASGOW NORMAL COLLEGE, for the Year ended 30 June 1857.

INCOME.			EXPENDITURE.		
	£	s. d.		£	s. d.
Grants for certificates -	923	0 0	To Queen's scholars -	894	0 0
Queen's scholars allowances -	894	0 0	„ salaries, improvements, &c. -	1,508	16 8
Joint grants of Government and Church -	500	0 0			
Fees -	554	16 8			
Total -	£2,876	16 8	Total -	£2,402	16 8

GENERAL REPORT, *for the Year 1857, by the Rev. JOSEPH WOOLLEY, LL.D., on the ROYAL DOCKYARD SCHOOLS, ROYAL MARINES' SCHOOLS, and other Schools under the BOARD OF ADMIRALTY.*

MY LORDS,

THE first dockyard school was opened at Chatham some fourteen years ago ; and similar establishments were soon afterwards formed at all the other dockyards. The masters of most of these were originally foremen of the yard, men of good attainments, who had for the most part received their education in the School of Naval Architecture. All the apprentices were at first required to attend school, whatever might be their year of servitude.

It was, however, soon found that to exert a beneficial influence on the minds of so many young men was a task which could not be undertaken by gentlemen whose energies were sufficiently taxed by the ordinary duties of their office, but required the undivided care and attention of men who were employed on no other occupation. In the year 1847 the present system of having a special class of school-masters, ranking as foremen of the yard, but having no other work to perform, was established. Nor was it found compatible with the due discipline and efficiency of the schools, or with the exigencies of the service, to require the compulsory attendance of all apprentices indiscriminately. The value of the labour of apprentices increases very considerably as their experience and skill and physical strength are increased. While, however, a fraction only of the apprentices in the latter years of their servitude showed any great aptitude for learning, and derived much benefit from attendance at school, the withdrawal of so many hands from the work of the yard for several afternoons in the week was found to be a serious evil. It was therefore considered that the pecuniary injury to the public service by the loss of the labour of so many apprentices was not compensated by the general amount of mental improvement obtained by them at the school. A new system was therefore introduced, by which compulsory attendance at school was confined to apprentices in the first three years of servitude ; while ample provision was made for the prolonged education of those who had shown, during their term of compulsory attendance, the possession of more than average ability and a willingness to profit by the opportunities for acquiring knowledge afforded them in these establishments.

At present, then, the attendance of apprentices at school ceases after the completion of their third year, except when application is made to remain longer, and the applicant is recommended by the schoolmaster as worthy of having the privilege accorded him. As might be anticipated, the number of those who thus obtain permission to remain at school for an enlarged period bears a small proportion to those who receive their discharge from attendance at the specified time. This proportion would doubtless be higher were the acquirements of all the apprentices on their first entry of a respectable character. This, however, has hitherto been far from being the case. Nor can it be denied that the exertions of such among the apprentices as possess fair abilities, and come to the school with a respectable share of knowledge, will be greatly influenced by the apparent effect which their progress at school will have on their future prospects.

On the first establishment of the schools, and the regulations for promotion in the service by merit, tested chiefly by examination, an extraordinary amount of enthusiasm for the acquisition of knowledge was naturally engendered amongst the apprentices. This was greatly enhanced by the establishment of the Central School of Mathematics and Naval Construction at Portsmouth, at which eight of the most meritorious apprentices who had completed four years' servitude were to receive, at the public expense, an education in the higher principles of pure and mixed mathematics and the science of naval architecture. As an encouragement to the young men selected for this establishment, the promise of being at once appointed leading men, with the prospect of regular advancement in the higher offices, was held out to them. When, however, it was found impossible to fulfil the promise thus held out, as the number of vacancies in the dockyard offices was not sufficient for the purpose, and the school of mathematics was abolished in 1853, it appearing inconsistent with due economy to maintain an establishment for educating the very few for whom a provision could be found in the service,—one direct and tangible motive to exertion in the dockyard schools was removed, and, as a natural consequence, the number of volunteer attendants diminished very materially. The impulse, moreover, which had been given to the schools by a vague anticipation of extraordinary success which each individual at first cherished, but to which time and experience necessarily gave a check, soon ceased to be felt; and this added to the depression which the suppression of the School of Mathematics had produced. To the first period of unnatural exaltation a period of undue depression naturally succeeded; and it may perhaps be allowed that the solid and permanent fruits of education which

the system of promotion by merit cannot fail to bring ultimately into prominent relief, are not as yet sufficiently appreciated by the apprentices generally to operate as a very strong stimulus to exertion. The injustice of passing over the claims of deserving men of great merit in the practice of their trade, but with little scholastic attainments, which has prevented the rigid application of the new rules for promotion in all cases, has doubtless also been misinterpreted; and the laborious acquirement of information, which has not hitherto led by a new and direct cut to advancement, may have appeared to some hardly worth the trouble bestowed on it. Each year, however, as it passes by, places the young men educated at the schools in a more favourable position with regard to promotions; and there cannot be a doubt that the time is fast approaching when the competition for offices will lie entirely among the educated classes of artificers; and it may then be expected that the advantages of having pursued with success the studies of the school being made manifest, a permanent and healthy stimulus will be given to these establishments, which will lead to most valuable results.

The schools and the system of promotion by merit, tested by examination, form part of one plan for the improvement of the dockyards. The success of the former must depend in great measure on the honesty and good faith manifested in carrying out the latter. I may remark, that the manifest intention of the Board of Admiralty to give full effect to the provisions contained in the amended regulations, shown more particularly in throwing open the competition for the office of foreman vacant in one dockyard to candidates from all the yards, and thus selecting from the whole of the service the best men, as was done in the year 1856, has already produced most excellent effects. The conviction is thus brought home to all persons in the dockyard service that a wide field is really open to all who combine intelligence and mental culture with skill and energy in the practice of their craft; and undoubtedly the more promising among the apprentices will be thereby encouraged to apply themselves with zeal to the work of the school. It is a difficult thing, however, to create a conviction that merit alone, and not favour, is the cause of promotion, and that examiners, who are well acquainted with all the candidates, are not in some degree actuated by feelings of partiality. To obviate this, it would in my opinion be most desirable to put the examination, as far as possible, above the reach of suspicion, by placing it in the hands of persons entirely removed from local influence. There ought to be some recognised and intelligible system of conducting these examinations, whereby scholastic and professional merit should receive their due proportion of

effect in the promotion of each class of officers. I do not believe that this is the case at present. For the situations below that of foremen of the yard, the schoolmaster conducts the examination, so far as what may be called scholastic attainments are concerned; and he sends in his report to the shipwright officers, who are his immediate superiors, upon whom devolves the duty of testing the professional merits of the candidates, and of ultimately recommending those whom they think fittest for promotion. According to existing practice, the schoolmaster and the professional officers have their own separate mode of marks, and no adequate provision is made for bringing these into accordance.

To obviate this great defect in the existing system, I would suggest that all examinations should be conducted by a board of examiners, consisting of one examiner in scholastic and scientific attainments, and two or more professional officers; and that marks should be given for proficiency in each of these departments according to a fixed rule. In the lower offices more weight should be given to professional than to scholastic acquirements; while, in the higher, the scientific acquirements, which become of more importance, should have a greater relative weight. The following ratios would, I believe, fairly represent the relative weight due to these branches for the several offices:—

—						Professional Knowledge.	Scholastic or Scientific Knowledge.
Leading man	-	-	-	-	-	400	100
Inspector	-	-	-	-	-	300	100
Foreman	-	-	-	-	-	200	100
Master shipwright's assistant	-	-	-	-	-	300	200

The mode of carrying out an examination on these principles would be as follows:—

To each question in his own department the examiner would affix such a number of marks as he found most convenient; but when the papers of all the candidates had been examined and marks affixed to the answers, whoever had obtained the highest number of marks absolutely would have the highest relative number awarded to him according to the above scheme; and the others, the same proportion of this number as the absolute marks obtained by them bears to the highest number of marks obtained. For example, suppose A, B, and C, to be three candidates for the office of foreman; and suppose their marks on the professional papers to amount to 1,800, 1,750, and 1,500 respectively; and on the educational papers to

amount to 800, 650, and 720 respectively. Their reduced marks would stand as under :—

—					Professional.	Scientific.	TOTAL.
A	-	-	-	-	200	100	300
B	-	-	-	-	195	82	277
C	-	-	-	-	167	90	257

I am satisfied that on no system involving any different principle can a fair balance be struck between acquirements of entirely different kinds.

The great importance of the subject of promotions and its intimate connexion with the efficiency of the schools will be my best apology for dwelling on this subject so long.

There is, however, another mode in which education in the schools tells, and that perhaps little suspected by the generality of the apprentices and artisans. The education of the dock-yard schools, when it falls on a fertile soil, is calculated to evoke and strengthen the powers of observation, to give accuracy and point to knowledge acquired in the practice of skilled labour, and to impart the important power of expressing clearly and definitely the knowledge so obtained. Of two young men of the same natural abilities, one of whom has had his mental powers cultivated at a dockyard school and the other has not, there cannot be a question as to which would turn out to be the more accurate observer, and whose knowledge of his profession would be the more definite and ready in application.

There is in some quarters, I am well aware, an opinion that in proportion as a young man learns to use his powers of mind with advantage, he acquires a dislike to manual labour, and becomes accordingly an indifferent workman. I believe that this is only the case when the apprentice is not properly impressed with the importance of attending to the work of the dockyard in the first place and before all other things, and when the connexion between the works of the school and of the yard is not carefully and frequently placed before him.

There is a natural disinclination to hard work which has no necessary connexion with mental culture; and the latter may sometimes be made an excuse for the former, but it is only an excuse. Care should be taken to check at once any tendency that may show itself in a young man to allow progress in intellectual training to operate as an incentive to the neglect of the proper business of his calling. Instances, no doubt, have

occurred which seem to give countenance to this opinion ; but, on the other hand, there are at least as many instances which tend to prove that cultivation of the mind is not only compatible with hard manual labour, but a powerful assistant to successful professional training.

The original union in the same person of the offices of school-master and foreman of the yard was better calculated than the present plan of keeping these two offices separate, to impress on the minds of the apprentices the bearing of the work of the school on that of the yard. It is therefore the more incumbent on the schoolmasters, if they have the true interests of their pupils at heart, to impress on them the importance of aiming at becoming good and efficient workmen before all things. The complaint which is sometimes made, with reason, that excellence at school is not always accompanied by excellence at work, would, I am convinced, in that case soon cease to be heard. There is not, and cannot be, any necessary incompatibility between these two things. Rather, one would say, that the habit of applying with conscientious diligence to whatever has to be done would be employed with equal success in both departments.

It is of the greatest importance to the success of the schools that a cordial feeling of harmony should subsist between the officers intrusted with the executive departments and the schoolmasters. To ensure this, the principal executive officers have always formed part of the school committee, to whom all complaints regarding the discipline, and all questions affecting the efficiency and usefulness of the schools are referred. This committee generally consists of the master attendant, master shipwright, and in some cases, one of his assistants, the chief engineer (where there is one), and the chaplain. The latter is specially charged with the religious instruction, for which an hour a week for each division is set apart. In some yards the control exercised by the committee is very considerable, while in others it is little more than nominal. The ultimate control of the schools, as of every department, is vested in the superintendent. The attendance-book, which is regularly kept, is generally inspected by the superintendent every week or fortnight, and a salutary control is thus exercised over the discipline. There cannot be a doubt that occasional visits of the superintendent and principal officers produce an excellent effect, and materially assist the master in the discharge of his arduous duties.

Among so many youths of various temperaments and dispositions, there must needs be some who have no great heart for the work of the school, and would be inclined to give the master

trouble. His only means of restraining these and preventing them from doing mischief arise from the respect towards himself with which he can succeed in inspiring them, and the support he receives from the superintendent and school committee. The master can have no power of direct punishment. Although complaints are sometimes made of the difficulty of maintaining discipline under these conditions, they are not so frequent as might be expected; and in those yards where the attendance-books, in which are inserted also the complaints of the master, are regularly inspected, and punishments proportionate to the offences complained of are promptly inflicted, the discipline is probably as easily maintained as if the master had power to inflict punishment himself.

But the most efficient instrument for maintaining discipline is the power of the master to interest his pupils in the work of the school. To exert a beneficial effect upon the minds of so many young men, of whom many possess no small share of intelligence, is no easy task, and is sufficient to employ the most vigorous intellect. The masters must always bear in mind that a great responsibility rests upon them, and that no amount of external support will compensate for want of zeal and energy in themselves.

Another point deserving of notice as calculated to exert a powerful effect for good or evil on these schools, is the character and attainments of the apprentices at their first admission. All of these lads are to remain in the school for three full years; the efficiency and discipline of the schools therefore must needs suffer if apprentices are admitted whose attainments are of so low an order as to render them incapable of profiting by the instruction imparted in them. It has always been undoubtedly the intention of the Admiralty that none of such inferior an order should be admitted. In the Circular to the Dockyards of the 29th November 1847, it is expressly stated that their Lordships "wish it to be distinctly understood, that servitude (of father or nearest relative) will be of no avail, unless accompanied by education, and that with the exception of some special cases, the best educated boy will always have the preference." In the amended Regulations of 1853, confirmed by Her Majesty in Council, which are now in force, it is expressly enacted, that—

"No boy will on any account be admitted as an apprentice without a competent knowledge of reading, writing, and the first four rules of arithmetic; and so soon as the public examination is completed, which is to be held in the presence of the superintendent, and at least one of the principal officers, by the schoolmaster, he is to prepare, under the supervision of the

superintendent, a statement of the relative merits of the candidates for transmission to their Lordships; one-half of the admission will be given to those boys who stand at the head of the graduated list, the other half will be awarded with reference to the claims of their parents."

Provision is herein expressly made, that while half the admissions shall be given solely for excellence in educational acquirements, the minimum of acquirements of those who are admitted on other grounds shall not fall below a certain standard. Unfortunately, neither the spirit nor letter of this regulation has been sufficiently kept in view, and many boys have of late years been admitted who had a competent knowledge of none of those subjects which are here stated to be necessary. Hence in all the dockyard schools a considerable class of extremely ignorant, unintelligent boys has been introduced, whose presence has been only a source of embarrassment to the master, and of hindrance to the more advanced boys. Many of these lads have left the school at the expiration of the three years of their attendance, having never acquired that "competent knowledge of reading, writing, and "the first four rules of arithmetic," which they ought to have had at their admission. I am happy to say that this evil will be greatly remedied by a recent order of their Lordships, which was, I believe, acted upon at the examination of candidates for apprenticeships in January. According to the terms of this order, two lists are to be prepared, the one of those boys who possess a competent knowledge, and the other of those whose knowledge is incompetent; and from the former of these lists alone are the apprentices to be selected.

Even thus, however, the terms of the Regulation are so vague, that until some uniform standard of competency can be applied to the candidates at all the yards, which can be done only by their all being subjected to the same examination, the full advantage intended by their Lordships in their late order cannot be realized.

By the Circular to the Dockyards of November 29, 1847, the following Regulation with regard to the hours of attendance at school is enacted and is still in force:—

"The apprentices who are attending school will be separated into two divisions to attend on different days. During the winter months, from the 12th of October to the last day of February inclusive, the first or upper division will attend one afternoon in the week and three evenings; and the second or lower division, two afternoons and three evenings. But from the 1st of March to the 11th of October inclusive, the first division will attend two afternoons and two evenings; and the second division, three afternoons and two evenings. The afternoon school hours will be from the dinner to bell ringing; and the evening school hours, from bell ringing to 8 o'clock, from the 12th of October to the last day of February inclusive; and half-past 8 o'clock from the 1st of March to the 11th of October."

The number of hours of effective schooling per week thus provided may be estimated at twelve hours for the upper division and fifteen hours for the lower.

The upper division contains the apprentices above the third year of servitude, who are allowed the privilege of attending school for a longer period as a reward for excellence of conduct and progress, and all the apprentices within the first three years of servitude whose attainments are of a superior order. The lower division contains all the others.

The first division is usually subdivided into two classes, not including the more advanced apprentices, who study the higher mathematics. The second division contains two, and sometimes three, classes.

All the instruction is given by the master himself, the system of monitors, which originally prevailed, having been discontinued some years since as unsuitable to schools of this nature, where the ages of the pupils range from fourteen years to twenty-one years. Generally speaking, therefore, while the master is engaged in teaching one class, another is employed in preparing some task.

The subjects of instruction are arithmetic, mensuration, algebra, Euclid, English history, geography, grammar, the elements of physical science and industrial mechanics, and religious instruction, which is given by the chaplain one hour a week to each division.

A programme of studies calculated for each period of six months (the apprentices being admitted twice a year) was drawn up for the guidance of the schoolmasters in the year 1854. The great diversity in the attainments of the apprentices at their entry, which necessitated their being attached to different classes, and even different divisions, has rendered a rigid adherence to this programme impossible. The masters ought, however, to conform to it as nearly as is found to be practicable, so far at least as not to omit any important subject. In some of the schools the practice of imparting instruction orally in classes seems to have been discontinued, if, indeed, it had ever prevailed in them to any extent, and what is designated the individual system of instruction exclusively adopted. It is quite impossible that such a system can be pursued with success where there are so many pupils, so few hours a week for study, and a single master to teach. In another of the schools I found, that in lieu of several of the authorized subjects of study, as grammar, geography, and history, the life of Stephenson had been purchased, and some hours a week spent in reading it in class. However valuable the lessons which the perusal of the life of this eminent

engineer is calculated to convey, I can hardly think this to be a legitimate use of any of the few hours a week which the upper division of a school have allotted to them for study. It is, perhaps, not to be wondered at that not a single boy in that school could explain the construction of a sentence in which a portion of a sentence was the subject. Nothing can be more proper than for a master to encourage his pupils to employ part of their leisure time in the perusal of such works; and if the time available for school-work were longer, no great objection would be raised to the practice of reading them in class; but under the existing conditions of dockyard schools I very much doubt the propriety of doing this.

Some of the subjects of instruction I have mentioned can of course be taught only in a superficial manner. In geography and history, for instance, a few facts only can be taught, such as all well-informed persons ought to be acquainted with to enable them to read books, in which a knowledge of such facts is presupposed, with interest and intelligence. On such subjects we cannot rely as instruments of *education*, i. e. bringing out and strengthening the powers of the mind. In dockyard schools the exact sciences, so far as there is an opportunity of studying them, and in a lower degree grammar, must form the principal engines of mental culture. In the term grammar I include the study of language and of its construction. Geometry, however, as it is the key to all the subjects which have a more direct bearing on the mechanical arts, besides being in itself one of the most successful instruments for developing the mental faculties, must ever take the most prominent place among the subjects taught in these schools. Besides the subjects already enumerated, trigonometry, descriptive geometry, mechanics, and hydrostatics, and the differential and integral calculus, are taught with more or less success to the volunteer attendants at the schools. The amount of knowledge of all these subjects gained by the persevering industry and application of several of the more advanced apprentices is by no means inconsiderable.

No dockyard school can be considered complete without a set of philosophical and chemical apparatus. Not only is a master hereby enabled to convey in a lucid and striking manner the knowledge of most valuable philosophical facts and principles which frequently have a direct bearing on the operations which the apprentice sees going on before his eyes in the daily practice of his craft, but an occasional lecture, illustrated by experiments, forms an agreeable episode in the routine of merely scholastic studies, and is well calculated to arouse the flagging interest of youths set down to dry, hard

study, often after a hard day's work. At present Portsmouth Dockyard only is furnished with anything like an adequate set of apparatus. It is proposed, however, to provide in this year's estimates for the completion of a set for Devonport. It is much to be desired that the other dockyard schools should also be furnished with such apparatus.

I have already stated, that the head-masters of the dockyard schools rank with foremen of the yard. At two of the yards, viz., Portsmouth and Devonport, they receive the same salary, viz., 250*l.* a-year. At Chatham the head-master's salary is 200*l.* a-year; at Woolwich and Pembroke, 180*l.*; and at Sheerness and Deptford, 140*l.* At Portsmouth and Chatham there are also assistant-masters, with salaries ranging from 100*l.* to 140*l.*; both, I believe, are now in the receipt of the highest rate. In the estimates of the present year provision will be made for an assistant-master at Devonport, with a salary beginning at 100*l.*, and rising by 10*l.* a-year till it reaches 140*l.* I may mention, that in the year 1853 the salaries of all the masters, except those at Portsmouth and Devonport, were fixed at 100*l.*; the master at Pembroke and Chatham having also an allowance in lieu of a house. In consequence of representations made to them, the Lords of the Admiralty increased the salaries, as stated above, in the year 1854. The work of the masters at Sheerness, Woolwich, Deptford, and Pembroke is not inferior to that of the masters at any other yard. The whole labour of instructing all the apprentices in their several schools devolves upon them; and as they are obliged to instruct both divisions at separate times, the number of hours during which they are employed is, of *necessity*, the greatest possible. I think, considering the nature of the work in which they are engaged, that they ought to be put on the same footing, with regard to salary, as the head-master of Chatham Dockyard.

Besides the apprentices, there are now at several of the yards boys employed in the factory and other hired boys, who have had the privilege of attending school granted them. Of these, 54 attend school at Chatham, 43 at Devonport, 116 at Portsmouth, 8 at Sheerness, and 63 at Woolwich, in all 284. Wherever there are two masters, provision ought to be made for the attendance of these boys at different times from the ordinary apprentices. This is the case at Chatham. At Woolwich there is but one master, who is charged with the sole instruction of 74 apprentices, and 63 other boys, in all 137. At Chatham *two* masters have charge of 140 pupils. It is quite impossible that the master at Woolwich can give proper attention to all who are committed to his charge, and

834 *Royal Dockyard, Marines', and other Naval Schools, &c.*

the efficiency of the school must suffer greatly in consequence. In fact, since the addition of these 63 factory boys to his school, he has been obliged to give up class instruction. A second master is, therefore, imperatively required for Woolwich Dockyard school.

The following tables show the attendance of apprentices and other boys at the several schools at Midsummer and Christmas 1857:—

MIDSUMMER 1857.

NAME of DOCKYARD.	Apprentices' Year of Servitude.						Total Appren- tices.	Factory and Hired Boys.	TOTAL.
	6	5	4	3	2	1			
Chatham -	-	2	2	29	34	21	88	55	143
Deptford -	-	-	9	28	36	12	85	—	85
Devonport -	-	1	2	46	47	28	124	10	134
Pembroke -	-	2	4	17	21	15	59	—	59
Portsmouth -	-	1	17	28	34	28	108	116	224
Sheerness -	-	-	10	23	27	20	80	8	88
Woolwich -	1	2	1	25	27	21	77	3	80
Total -	1	8	45	196	226	145	621	192	813

CHRISTMAS 1857.

Chatham -	-	2	5	38	23	18	86	54	140
Deptford -	-	-	2	47	13	11	73	—	73
Devonport -	-	2	1	53	34	26	116	43	159
Pembroke -	-	1	6	31	7	12	57	—	57
Portsmouth -	-	4	13	35	23	25	100	116	216
Sheerness -	-	-	8	24	36	7	75	8	83
Woolwich -	2	1	8	36	21	6	74	63	137
Total -	2	10	43	264	157	105	581	284	865

The following table shows the number per cent. whose answers to the questions proposed to them in the several subjects named at my last inspection were, good, tolerable, or bad:—

	Writing from Dictation.			Algebra.			Arithmetic.			Scripture, Grammar, History, and Geography.			Higher Mathematics.		
	Good.	Tolerable.	Bad.	Good.	Tolerable.	Bad.	Good.	Tolerable.	Bad.	Good.	Tolerable.	Bad.	Good.	Tolerable.	Bad.
Chatham -	54.32	18.51	27.17	9	18.5	6.17	30	45.7	24.3	10	26	64	1.2	2.4	—
Deptford -	43.9	23.3	32.8	7	52	12	40	37	23	7	12	81	3	—	—
Devonport -	57.5	15	27.5	23.36	20	5.31	31	52	17	5.31	20	74.79	4	1	—
Pembroke -	70	9	21	22.8	19.3	12.3	40	52.6	7.4	9	30	61	5	7	4
Portsmouth -	50	22	28	20	23	12	66	24	10	19	11	70	—	3	—
Sheerness -	55	4	21	11.3	5	3	44	32	24	8	20	72	1.32	—	1.32
Woolwich -	63.3	10.4	27.3	20	6.5	18	50	35	15	8	30.4	62.6	—	5	3.66

The following table shows the number per cent. of those who solved a proposition in Euclid, and also of those who attempted to solve a proposition :—

	Book.					Total of those who tried.
	11th.	6th.	3rd and 4th.	2nd.	1st.	
Chatham - -	1·23	—	10	5	40	66·7
Deptford - -	—	3	4	4	35·6	50
Devonport - -	—	6·20	10	3	39	57·5
Pembroke - -	—	14	10·5	5·26	11	52·6
Portsmouth - -	4	5	7	3	22	54
Sheerness - -	3	5	2	2	34	64
Woolwich - -	—	4	5·2	2·6	41·5	71

From a comparison of these results with those of former years, it appears that the schools at Deptford and Woolwich, which have been hitherto somewhat in the background, have greatly improved; while Pembroke, which has generally been considerably in advance of the rest, has lost much of its superiority. In most subjects there is an improvement in the general standard of attainment; but in general information, in which term I include scripture, geography, history, and grammar, the falling off in the attainments of all the schools is very perceptible. This conclusion, which the *vivâ voce* examination had given me reason to expect, is fully borne out by the written papers. As I have already observed, many of the subjects included in this title cannot be considered among the most essential of the subjects of study at dockyard schools. The very limited time of attendance at them, and the necessity of bestowing much attention on arithmetic, mensuration, algebra, and geometry, render it impossible to pursue these studies much into detail. It is, however, very much to be regretted, that grammar and the power of analysing language are not studied to more advantage than they seem to be. Next to the exact sciences, a study of language is the most efficient instrument for evoking and developing the powers of thought and judgment. The masters, indeed, generally assure me, that except in the single article of arithmetic, no improvement, but the contrary, has been exhibited in the acquirements of candidates for apprenticeship during the last few years. This, I believe, to be the natural and inevitable consequence of the fact, that it is mainly proficiency in arithmetic which tells in the examination for admission. In most of the ports the candidates have been placed for months in the hands of persons whose main business is to train them for those examinations, and they naturally direct the attention of their pupils

chiefly to that which will have most effect in placing them high on the list, viz., arithmetic. But while the knowledge of grammar has decidedly declined, the number of apprentices who can write well from dictation has considerably increased, and the more advanced pupils at these schools are not wanting in the ability of expressing themselves fluently and accurately in their own language. This power, indeed, can only be acquired by tolerably extensive reading, and the more successful, because more intelligent and studious, youths are the most extensive readers.

Complaints are sometimes made by the masters of the very limited vocabulary of the apprentices. At Pembroke, where I have heard this complaint most frequently, I do not think there is much ground for it. I paid a visit to the excellent National school of that place, and in order to test the justice of the complaint, I requested the master to allow me to hear his first class read. I selected a book containing many words not likely to be used in the daily conversation of labourers or mechanics, and I certainly found many of the boys well acquainted with their meaning. I had at the same time an opportunity of seeing the life of Saint Paul written by each as an exercise, which had been but just completed. These exercises showed by no means a scanty vocabulary.

However, well or ill-founded as this complaint may be, it is obvious that the best way to find a remedy for it is to encourage the boys to read useful and instructive books at home; at the same time a systematic course of reading in the Fourth and Fifth Reading Books of the Irish Commissioners, so as not to interfere unnecessarily with the study of arithmetic and geometry, would be found useful in the school. In such a course of reading care should be taken that no sentence be allowed to pass without being thoroughly understood. The pupils might be called on to paraphrase and analyse some of the more intricate sentences, and they might be occasionally required to write down what they could remember of some of their lessons. I do not think that where these complaints have been made, any such systematic attempts to correct the evil as I have pointed out had been resorted to.

On the whole, I think that these schools may be considered to be doing their work very fairly, looking to the large percentage of the apprentices who are instructed in Euclid, and to the general excellency of the instruction in arithmetic.

The names of the apprentices who have distinguished themselves by their attainments are the following :—

H. Gibson	-	Chatham.	J. Pakes	-	-	} Deptford.
H. Brown	-	Sheerness.	W. Phillips	-	-	
R. Clarke	-	Devonport.	John Lishmund	-	Devonport.	

James Jones -	} Pembroke.	M. Darton -	} Sheerness.
Wm. Miller -		R. Tubb -	
Henry Ash -	} Portsmouth.	J. M'Lean -	} Pembroke.
Edward Holding -		Henry Trevena -	
William Malpas -		Thomas Johns -	
Thomas Clark -	} Woolwich.	J. H. Bishop -	} Deptford.
William Atkins -		Thomas Chiswell -	
William Colings -		George Cooper -	
Francis Murray -	} Woolwich.	R. Hopper -	} Chatham.
Joseph Millard -		W. Beeman -	
J. Rogers -	Sheerness.	Young Terrey -	

Chatham.

H. Gibson is decidedly the most advanced in attainments of all the apprentices in the service now attending school. This superiority is due to the circumstance of this school having the advantage of two masters, one of whom is a skilful mathematician. The discipline here might be improved, but the beneficial effect of having a second master has manifested itself in a general improvement in the attainments of all the pupils. There is a better knowledge of grammar at this yard than at most of the others. It is to be hoped that the masters will work together with that harmony and cordiality which are essential to the efficiency of the school; at the same time it must be remembered that there can be but one head, and the second master must consider himself as subordinate to the head master.

I was somewhat disappointed in the progress of several of the advanced apprentices, whose exercises did not show a thorough grounding in geometry, on which alone progress in the higher mathematics can be founded.

Deptford.

This school has greatly improved in the last two years. There is a large class of boys from the victualling yard, whose attainments were, when first admitted, and must, I fear, always remain, of the lowest description. They seem to have been admitted without any regard whatever to any educational test, and their presence at school must be a source of great embarrassment to the master.

I am glad to find that a very large proportion of the upper division here are instructed in industrial mechanics. It would be very desirable that this example should be copied in the other yards, in most of which a very few only of the apprentices have shown any knowledge of this subject.

Devonport.

In the estimates for the present year, provision will be made for a second master, who is much wanted here. It is

intended also to complete the set of philosophical apparatus, which in the hands of so energetic and judicious a master as Mr. Rae, will be of no small service. Considering the large number of boys under his charge, and that he has to rely at present mainly on the very objectionable system of monitors, it is astonishing how much good work is done here, and how well the discipline is maintained. The monitors are in every respect superior young men.

I am glad to hear that a second room has been provided for the schools, which will be very advantageous as soon as the second master is appointed. At this school also grammar seems to be carefully taught.

Pembroke.

I am much disappointed with the progress of the boys in this school. I have on frequent occasions stated my belief that the apprentices on their admission at this yard are considerably beyond the average of those at other yards in educational attainments: I have seen no reason to modify that opinion. Of four apprentices who had been in the school not quite half a year at my last visit, two wrote from dictation in an unexceptionable manner; one very well, and the other very fairly: and so far as this, which is perhaps the best test that can be relied on, goes, showed no indication of possessing a remarkably limited acquaintance with words. But from some cause or other, for which I can find no adequate reason, but few boys below the third year of apprenticeship showed the slightest knowledge of geometry, and the boys who were just completing their first year showed no progress whatever since I last examined them, but rather the contrary. The organization of this school is very different from that of any other, all the boys of the same standing being placed together in one class without regard to their relative attainments. I understood from Mr. Good that he relied entirely on the individual system of instruction. I do not see how such a system to the exclusion of class instruction is applicable to a dockyard school. It is quite impossible that the master can thus assure himself that his pupils are all making satisfactory progress, but must take a great deal on trust. At one time nearly every apprentice in this school was instructed in geometry, and I cannot find what special knowledge has taken the place of this study, which has declined considerably in the last two years.

Portsmouth.

In my last report to the Lords of the Admiralty I adverted to the case of Andrews, who was appointed at the end of the

fourth year of his apprenticeship to undergo a course of instruction in the higher mathematics, &c.

In June he was excused attending my examination on the plea that he had been for many months in the mould loft, where his attention was required exclusively for the study of laying off. At Christmas he was examined by me in conic sections, the differential and integral calculus, and the elementary portion of mechanics, as also in chemistry. I had examined him in the same subjects eighteen months previously. Owing doubtless to the interruption of his studies, caused by the attendance I have mentioned in the mould loft, I found little, if any, progress in these subjects in the interval between the two examinations mentioned; in fact, his knowledge of mechanics seems very trifling. This unfortunate result is to be attributed to the absence of any effective regulations with regard to apprentices appointed to undergo a superior course of study, and to a want of correspondence between the persons charged with the mathematical and the professional training. It is much to be regretted that means do not exist at present for submitting some of the more promising apprentices to the study of a more enlarged course of mathematics and natural philosophy. But in order that this might be effective, and conduce to the good of the service, it would be necessary to lay down stringent rules for the guidance of the instructors both in mathematics and in professional matters, so that nothing should be left to chance.

In both the upper and lower divisions of this school arithmetic seems to be remarkably well taught; and I am glad to find a fair knowledge of the first elements of geometry in a considerable number of boys of the lower division. The teaching of grammar is not so successful as I have found it on some former occasions.

Sheerness.

This school has decidedly declined in efficiency. The master, Mr. Crockford, is full of zeal, but the difficulties he has to contend with, arising mainly from the insufficiency of the school accommodation, and the necessity thence arising for organizing the school in three instead of two divisions, bear their natural fruit in the impaired efficiency of the schools. I hope that effective means have ere now been taken for providing a sufficient school-room. When I was last at Sheerness an order had been received from the Board of Admiralty to the dockyard authorities to report upon the best mode for remedying this most serious evil. Henry Brown distinguished himself very much at my examination, as also did M. Darton.

The latter, by some oversight, has not yet been recommended for a prize. I beg, therefore, to recommend him for one now.

Woolwich.

No dockyard school has shown so great marks of improvement as that at Woolwich. The discipline is still somewhat defective, but in other respects it will bear comparison with the best.

Besides 74 apprentices, the master has lately had 63 factory and hired boys added to his school. It is impossible that he can continue unaided to give efficient instruction to so large a number. I beg, therefore, to suggest the propriety of appointing a second master to this school.

The Schools attached to the Divisions of the Royal Marines.

At each of the four divisions of the Royal Marines there has long been established a boys' and a girls' school. There is besides an adult school for the non-commissioned officers and men.

In 1853, when the duty of inspecting these schools was first committed to me, there was but one trained master, and no trained mistress. There was also a great want of school books and apparatus; in the girls' schools, scarcely any book except the Bible, was employed for instruction in reading.

At two of the divisions, viz., Chatham and Woolwich, I found very zealous and able, though untrained men as masters; and with an improved school apparatus, they have much raised the character of their schools.

There was at that time an entire absence of uniformity in the regulations under which these schools were governed and of the salaries received by the masters. To such an extent did these depend on the will of the commandant that at Chatham two years ago the master's salary was suddenly lowered by an order of the commandant to the extent of 20*l.* per annum. The weekly payments made by the non-commissioned officers, men, and boys also vary at the different divisions.

The girls' schools were at that time, without exception, in a very inefficient state. The salary of the mistress was 21*l.* per annum, which was too small to ensure the services of a well-qualified person. As very little was required to be taught in these schools, the qualifications of the mistress were not fixed at a very high standard, and in the selection of a person for this situation, more regard seems to have been had to the services of her husband or father, as the case might be, than

to her own fitness to conduct the duties of a school. In some of the divisions there existed the greatest disinclination on the part of the school managers to the introduction of maps and books, without which no improvement could be made.

All representations as to the want of school materials was met by the reply, that there was no fund available for the purpose. This was not, however, uniformly the case. General Menzies, the commandant at Portsmouth, succeeded in obtaining a good supply of books, &c. for the girls' school at his division. For several years also Mrs. and the Misses Coryton took a most active part in the management of the school at Plymouth, and entertaining very enlightened opinions with regard to education, did much for the solid improvement of the schools.

A great and important change took place with regard to all the Marine schools during the course of last year, based on the Army School Regulations of July 1857. It was determined that the divisional schoolmasters should all in future undergo a training at the Royal Military Asylum, and have the rank, pay, and allowances assigned to third-class schoolmasters in the army. These men rank next to the serjeant-major, receive 4s. a day, regulation clothing, with quarters or lodging-money in lieu, and light and fuel.

The schoolmistresses will in future receive 36*l.* per annum, with quarters, fuel, and light, or an allowance in lieu. At the same time a liberal allowance of school-books and material was made to all the schools. The books supplied are those used in the army schools.

It is evident, then, that during the last four years a great improvement has taken place at all the divisions with regard to the pay and position of both schoolmaster and schoolmistress and the school material. It is no longer sought to give to the children the minimum of education which is compatible with the idea of a school at all ; but the rational principle has been adopted, that in these schools the children of the Marines should have provided them the means of obtaining an education equal to that procurable at the best elementary schools.

I have already stated that a very important part of the duties of the schoolmaster is to instruct the non-commissioned officers and men. They attend for this purpose between the hours of 5 and 7 P.M. Except in the case of non-commissioned officers, who are obliged to attend school until they can pass a certain prescribed examination, the attendance of the adults is voluntary. To this, however, there is an exception in the Marine Artillery schools. Every man in this corps is required

to be able to read and write, and if deficient in this respect at his enlistment, is obliged to attend school until his acquirements are reported satisfactory.

It is evidently a most desirable thing to give every encouragement to the men to supply the deficiencies of their early education if defective, or to acquire fresh stores of knowledge if their attainments are respectable. The acquisition of a taste for reading with interest useful and entertaining books, cannot but result in enhancing the efficiency of these corps, by adding to the happiness and contentedness of the men, and placing them above one of the most ordinary temptations to drunkenness and vice, viz., the inability to employ their leisure time in a rational manner. In order to carry out this most desirable object, much still remains to be done at the divisional schools. The school-rooms are for the most part small, and it is very much to be regretted that the new rooms, built expressly for the purpose at Forton and Woolwich within the last few years, are on so small a scale. They would be absolutely crowded with fifty men. Again, as so short a time can be given to instructing the adults, should no more than fifty be present at one time, it would be quite beyond the power of one master, however competent, to keep so many usefully employed. Assistant-masters are imperatively required for all the divisions. It is only lately that the improvements I have already stated have taken place. In fact, only one division—Portsmouth, is furnished as yet with a trained master. The other three divisional schools are only superintended by temporary masters until the trained masters come from Chelsea. Serjeants Avery and Kelly, who were sent to Chelsea for six months in October last, will very soon return to their duties at Woolwich and Chatham respectively, and it is confidently expected that their efficiency as teachers will be greatly enhanced by the study of the system pursued in the practising school, in which they have spent the greater part of their time while at Chelsea. The Plymouth school has been for nearly three years under a temporary master. From some cause the master who was being trained for it left the service. It was under these circumstances thought advisable to select a man who would require a few months training only to make him competent to enter upon this charge. It is hoped that at Midsummer the person so selected will enter upon the discharge of his duties. The Portsmouth Divisional School was also in the same unsatisfactory position for two years, which was happily terminated last August by the joining of the trained master. It is therefore evident that the new system has not been hitherto fairly in operation,

and it will still be some time before its results can be fairly tested.

It were, however, greatly to be desired, that the masters should enter on the discharge of their duties with proper assistance from the very first. They will otherwise be impeded in their efforts to carry out an efficient system of instruction, and the men will not be so ready to attend school, nor so willing to remain there under a stunted system, which does not give their desire to acquire knowledge fair play, as might otherwise be expected. As the men pay for their schooling, it is not likely that they will show any eagerness to avail themselves of it unless they get a full equivalent for their money.

The schools belonging to the Royal Marine Artillery are far from being in a satisfactory state. Besides the school at head-quarters, there are two others, one at Fort Cumberland, and the other at Forton.

The school at head-quarters is attended by 10 boys and by 180 adults, comprising 53 non-commissioned officers, 3 drummers, 117 privates attending by order, and 7 attending voluntarily. That at Fort Cumberland comprises about 30 children of both sexes, and 214 adults, viz., 29 non-commissioned officers, 2 drummers, 3 volunteers, and 180 privates, not volunteers. That at Forton consists of 65 adults, viz., 14 non-commissioned officers, 2 drummers, and 49 privates attending by order.

These schools, as far as children are concerned, are none of them worthy of the name of schools at all. Nothing beyond the merest rudiments is attempted to be taught. The master at head-quarters objects on conscientious grounds to teach the catechism, and instead he professes to give instruction in the Holy Scriptures. I could not, however, elicit from any of the children any Scriptural information whatever. I hear, also, that the school is very far from being popular with the men, who complain that they make no progress. A corps of picked men, like those of the Royal Marine Artillery, who are obliged to possess a certain amount of scholastic knowledge, ought to have as good a master as could be found.

The master at Fort Cumberland, where there are now 600 men, of whom 214 attend school, is a gunner, who, to judge by the state of the children's school, is very indifferently qualified for his task. The adult school at Forton is also under the charge of a gunner. It is most desirable that these schools should be all placed on a more satisfactory footing.

The following table shows the number of boys and men receiving instruction in the several schools:—

Division.	Boys aged, years										Adults.				
											Non-commissioned Officers.	Drummers.	Privates.	Total.	
	14.	13.	12.	11.	10.	9.	8.	7.	6.	5.					Total.
Chatham - -	—	2	4	2	12	11	8	10	4	4	57	22	5	32	59
Plymouth - -	3	4	6	11	12	14	24	19	3	—	96	40	11	50	101
Portsmouth - -	—	3	3	4	3	7	14	11	5	8	58	39	19	50	108
Woolwich - -	—	—	2	1	4	8	7	13	6	8	49	26	7	40	73
Artillery:—															
Head-quarters -	—	—	2	3	1	1	3	—	—	—	10	53	3	124	180
Fort Cumberland	—	—	—	—	—	—	—	—	—	—	30	20	2	183	214
Forton - -	—	—	—	—	—	—	—	—	—	—	—	14	2	40	65
Total -	3	9	17	21	32	41	56	53	18	20	300	223	49	528	800

Chatham.

This school is under the temporary charge of Serjeant Webster, assisted by Corporal Dobson. It is organized in four classes. The school seems to have been very fairly taught by Serjeant Webster. As, however, he will soon deliver up the charge to Serjeant Kelly on his return from Chelsea, it is unnecessary to make any further remarks on it.

Plymouth.

There are two schools here, held in two separate rooms. The upper school is under temporary charge of Lance-Serjeant Hurditch, and the lower in that of Lance-Corporal Noble. Each of the schools is divided into four classes. The upper school has made very considerable progress; the catechism seems very efficiently taught. The reading and arithmetic are very good. Serjeant Hurditch, who will give up charge in June, deserves great credit for the pains he has evidently bestowed on his pupils' progress.

The boys in the lower school are, for the most part, very young, and many can barely read.

Portsmouth.

Mr. Fox, the trained master from Chelsea, had not joined more than four months at my last visit on the 23rd December. He is assisted at present by John Earl, a youth of fifteen years of age, who gives his services gratuitously. The school is divided into five classes, and Mr. Fox depends entirely on the exertions of himself and Earl for their instruction. I did not find it in a very good state. The schoolmaster informed me that he had

found the boys very badly grounded, and had been obliged to begin everything, including arithmetic, *de novo*. It would be quite premature to form any opinion as to the results of his teaching after so short a trial.

Woolwich.

This school also, at present, is under the temporary charge of a private. The organization seems far from satisfactory. It will, however, soon pass again into the hands of Mr. Avery, and I hope at my next visit to be able to report more favourably of it.

The following table shows the number and ages of girls at the several schools :—

Division.	Age.										Total.	
	14.	13.	12.	11.	10.	9.	8.	7.	6.	5.		4.
Chatham -	—	1	1	3	7	3	3	8	7	6	5	44
Plymouth -	—	—	3	5	10	6	8	7	7	—	—	46
Portsmouth -	2	1	1	1	5	1	7	9	11	14	9	61
Woolwich -	—	1	5	1	6	5	6	2	3	7	—	36
Total -	2	3	10	10	28	15	23	24	28	27	14	186

Chatham.

This school has been for nineteen years under the charge of Miss Coney. It has always been distinguished by the intelligence of the children, who have generally shown a very creditable knowledge of Scripture, and have read remarkably well. There are five classes, the lowest of which consists of eighteen girls, most of whom are very young, and are much more fitted for an infants' school.

In consequence of the grant of maps and books to which I have already alluded, Miss Coney has been able to extend the subjects of instruction. The elder girls are now taught geography and grammar, in which they have made some progress. The Church Catechism is well taught; and a very creditable knowledge of Holy Scripture is still manifested. The younger children also seem well taught. In this, as in the other female schools, the knowledge of arithmetic is very scanty. The writing is good, as also is the spelling.

Plymouth.

This school has been since the 18th October under the charge of Miss Olney, a certificated teacher. It is divided into four classes. The attendance-books have not been regularly kept; nor has Miss Olney hitherto been able to break the children of the habits of inattention and of giving answers to questions

without thought, which have always characterized them. I find that the spelling in this school is not very good, and as usual the arithmetic very indifferent. It would, however, be very unfair to test Miss Olney's methods of teaching by these results. The girls at this division have never exhibited much intelligence.

Woolwich.

This school from some cause has never been well attended. There are but thirty-five on the books, and at my visit there were twenty-eight present. These were divided into five classes: The first class consists of nine girls, of whom only five were present. These, however, read well, and show marks of careful teaching in Catechism, the Scriptures, grammar, and geography. The school generally has much improved since my previous visit in the summer. Here I have the same complaint to make of the indifference of the arithmetic, as at the other divisions.

I am still of the same opinion that I have frequently expressed before, that what these divisions want especially is infant schools. Many of the girls and boys would naturally find their appropriate place in infant schools; and the admission of children of a still younger age would be a great relief to the parents. I believe the best way to attain this most desirable object would be to turn the present girls' schools into infant schools, and to let the elder girls attend in the mornings with the boys to be taught by the schoolmaster. This is the plan adopted in the Army schools, and is very suitable also to the corps of Royal Marines, more especially as school accommodation in the barracks is very limited.

Schools for Apprentices on board Flag Ships.

There are two such schools in England, viz., on board the *Victory*, at Portsmouth, and the *Impregnable*, at Devonport; and one in Ireland, on board the flag ship at Queenstown. The naval apprentices are entered as second-class boys, and are appointed to undergo a training in gunnery, seamanship, and generally in everything that pertains to the making a good sailor, for twelve months. The first part of this period is generally spent on board the ship; and the latter part in the practising brig, in which during the summer months they are generally out at sea for five days in the week. There seem to be no general regulations for this training to be carried out in all the ships; but the details are left to the discretion of the commanding officer for the time being. My experience of these schools is limited to the training the boys receive from the seaman schoolmaster. Owing to the necessity of devoting the greater portion of the time to gunnery and other profes-

sional subjects, it is not found possible to devote more than one morning and one afternoon in the week to work under the schoolmaster. There is, however, a difference of practice with regard to this at Portsmouth and Plymouth. At the latter port all the schooling is given on one day in the week; at the former each boy is at school during part of the two days. The full complement of apprentices on board each ship is 200, of whom 75 are generally in the brig. That portion which is in the ship is organized in four divisions, with four classes in each division. These divisions are not formed in consequence of any difference of attainments, but for convenience of instruction, in order that all the boys may be employed at the same time, although not on the same thing. On the occasions of my visits on board, the divisions are united and are divided into four classes only. These classes are instructed by three seamen schoolmasters. Besides these, the brig carries a schoolmaster who seems also to be required to perform the duties of clerk. Whether it be that the attention of the boys requires to be exclusively directed to seamanship while in the brig, or that the schoolmaster's other duties interfere with his teaching, the boys seem to have few opportunities of study during this period of their training.

The reason for establishing these apprentice schools seems to have been the expectation of thus securing a superior class of second-class boys, from which in due time a regular and constant supply of A. B.'s, petty and warrant officers, might be derived. Other second-class boys find admission into the navy in considerable numbers through other channels; as at all the ports they are received on board every ship in commission. This being the case, and looking to the circumstance that the supply of petty and warrant officers is expected to be drawn principally from the apprentice-class, it seems reasonable to demand of them some little educational attainments. This has been always kept in view on board the "Victory," and very few are admitted there who cannot read and write fairly. The applicants for admission on board this ship are, I am told, very numerous, and no difficulty is found in maintaining the educational test, and at the same time in selecting none but healthy well-grown lads. This does not seem to be the case at Plymouth. Whether the cause be that elementary education is not so wide-spread in the western as in the eastern counties, or that the proportion of boys that have received a fair education, who take a liking to a seafaring life, is smaller, certain it is that the boys on board the "Impregnable" are very inferior in regard to scholastic acquirements to the "Victory" boys. A very considerable number of the former have no competent knowledge of read-

ing and writing when they come on board, and of course make no remarkable progress afterwards.

For some time during last year the entry of apprentices was suspended, and it is only since October that it has been resumed. Consequently, almost all the boys that I examined my last visit had not been on board more than three or four months. A few of the former entry, however, still remained. There were on board the "Impregnable" 198 boys, of whom 164 were present at my examination. The first class consisted of 65, present 57; the second class of 57, present 45; and the third class of 40, present 38; and the fourth class of 25, present 24. Of the 57 in the first class, I have classed the exercises in writing from dictation thus,—

Good.	Fair.	Bad.
13	16	28

The writing of many of these was very bad. The arithmetical attainments of this class were very varied. Two could work a sum in interest, 14 in proportion, 6 in reduction, 26 in the compound and 9 in the simple rules. The reading was generally good, and I presume that they were classified according to their reading, for their acquirements were very different in all other respects. In Scriptural knowledge, in which they have received much special instruction under the immediate superintendence of the chaplain, Mr. Whitmarsh, who takes a most active interest in the school, I classified their exercises as under,—

Good.	Fair.	Bad.
21	13	24

The second class consisted of boys generally inferior to these; their arithmetical attainments also differed considerably, ranging between simple addition and compound division. The reading of this class was very inferior to that of the first, and their Scriptural information very indifferent.

The third class, of 38 boys, read badly, and the fourth, of 24, could scarcely read at all. Beyond a little elementary arithmetic, there was little knowledge to be discovered in these two classes. I may mention that the knowledge of the catechism was generally very indifferent, and it frequently appeared that the boys who had been longest in the ship, or rather in the brig, displayed the least knowledge of it. I could not find that any time is set apart for religious instruction on board the brig on Sunday or any other day.

Some of the boys in the first class gave intelligent answers to the questions I put to them in English history and geography. But on the whole, the state of this school cannot be considered very satisfactory. It is very probable that this is

mainly owing to the generally low state of the scholastic acquirements of the apprentices entered here.

On board the "Victory" I found the total number of apprentices to be 147, of whom 142 were present. Of these the first class contained 24, the second class 25, the third 45, and the fourth 34. Besides, there were 19 who had been lately entered and were not yet classed.

I may here state, that a remarkable characteristic of this school is, that the boys, almost without exception, have a thorough and intelligent knowledge of the Church Catechism. I ascertained that all boys, without exception, who are admitted on board, are required to learn the catechism thoroughly before they are classed. This regulation seems completely to answer its purpose. The first class consists of a very fine intelligent set of boys. They answered readily and well the questions I proposed to them in grammar and geography. I also set them questions in Scripture, to which they gave written answers. These exercises I classified as under,—

Good.	Fair.	Bad.
16	8	0

In writing from dictation their exercises were,—

Good.	Fair.	Bad.
17	7	0

In arithmetic, two could work a sum in vulgar fractions, 15 in proportion, and 7 in reduction. I have on former occasions found boys here more advanced in arithmetic. But it must be borne in mind that most of the boys at the time of my visit (the 10th of February) had been but a short time in the school, and as the greater part of them have left school several years before they go on board ship, they have lost a considerable amount of their knowledge of arithmetic, which it takes some time for them to regain on board ship. Of the second class, 23 of whom were present, 12 wrote well from dictation, 5 fairly, and 8 badly. They also showed generally in their answers to the questions on Scripture the possession of a fair amount of knowledge. In grammar, geography, &c., their information seemed to be very limited. All the boys, with very few exceptions, including the third and fourth classes, read well; the latter, however, as might be expected, did not seem to possess much knowledge of other subjects.

On the whole, the apprentices on board the "Victory" are as fine a set of boys as I have ever seen there, and the first class especially are full of intelligence. It is very gratifying to see in them manifest proofs of the great progress elementary education has made in this country of late years. No

one can see these boys without feeling a conviction that in their case at all events education has not been a lifeless instrument for conveying a few facts, but has thoroughly awakened the intellectual, without impairing the physical faculties. The very intelligent master, Mr. Loxton, whose salary the Lords of the Admiralty were pleased to increase two years ago on account of his zeal and success in teaching, receives, I am told, great support from Lieutenant Robinson, who has the charge-in-chief of the apprentices. The discipline is admirable, and is maintained entirely, and I hear with little difficulty, by moral means. Flogging is almost unheard of, not, however, that it is not held out as a punishment. For a first offence, the boys are made to feel that they have suffered in character, and an opportunity is given them of redeeming it without resorting to corporal punishment, which they seldom fail to do; and I am told, that instances are rare of the same boy being reported to Mr. Robinson twice.

Besides visiting the schools on board the flag ships, I have also, at the special invitation of Captain W. J. Williams, visited those of the "Royal William," the guard-ship of the Ordinary at Devonport. During the last twelve months he has organized a system of pupil-teachers on board, to each of whom he gives a small gratuity. He has also established an adult school, which is well attended by the men in the evening. He himself, assisted by two officers of the ship, instructs the men. He entertains very sound and enlightened views on the subject of education, and is very anxious to see the education of men and boys afloat improved. The great impediment to this is the low standard of knowledge and want of training of the seamen schoolmasters. Besides this, in most sea-going ships the schoolmaster is employed in the capacity of an extra clerk, and has little time left for the duties of his proper calling.

Captain Williams very justly thinks that education on board ship would conduce greatly to the diminution of punishment and the maintaining of discipline. In a short paper which he put into my hands he says: "Book learning *properly* given (that is, based on religious principles) imparts cleanliness, punctuality, self-control, and forms a balance against *sensual vice*. Hence this branch of training is of first-rate importance." And again he makes a suggestion, in which all who take an interest in the welfare of the seaman, and are acquainted with the subject of education on board ship, will cordially concur. "On this subject I may add, that more progress in school instruction for seamen and boys might be expected if seamen schoolmasters were regularly trained and sent to ships from some normal establishment—the 'Excellent,' or one of the training ships. The breadth and

“ purity of the stream must always depend on the fountain
“ from which it flows.”

The difficulty of finding good and efficient seamen schoolmasters has been felt to be a great hindrance to the efficiency of the apprentice school on board the “Impregnable.” Three schoolmasters have been in charge of this school during the last four years. This whole subject is one well worthy of the attention of the Board of Admiralty. The “Victory” is, indeed, well supplied with an able and thoroughly effective master ; but it is well worth serious consideration whether the other ships for training boys and men, as the “Impregnable,” the “Implacable,” and the “Illustrious,” where the charge is of so important a kind, might not be at once provided with properly trained schoolmasters.

I have the honor to be, &c.

JOSEPH WOOLLEY.

To the Right Honorable

The Lords of the Committee of Council on Education.

LONDON:

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For Her Majesty's Stationery Office.

MINUTES

OF
THE COMMITTEE
ON EDUCATION

SCHOOLS OF PAROCHIAL UNIONS
AND SCHOOLS
REFORMATORY AND WALE
IN ENGLAND

WITH
REPORTS BY HER MAJESTY'S INSPECTORS
1857-8.

Printed at the House of Parliament



LONDON
PRINTED BY GEORGE E. STUBBS AND WILLIAM
FOR HER MAJESTY'S STATIONERY OFFICE
1858.

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1858.

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John J. ...

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MINUTES,

&c.

CERTIFIED INDUSTRIAL AND RAGGED SCHOOLS.

MINUTE, dated 31 December 1857, *withdrawing aid from Reformatory Schools*, out of Education Grant, except for training of Teachers; and setting forth *conditions on which Certified Industrial and Ragged Schools may be aided.*

At the Council Chamber, Whitehall, the 31st day of December 1857.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships having had under consideration the Acts of Parliament relative to *reformatory schools*, viz. :—

17 & 18 Vict., c. 86.,
18 & 19 Vict., c. 87.,
19 & 20 Vict., c. 109.,
20 & 21 Vict., c. 55.;

also the Acts relative to *industrial schools*, viz. :—

17 & 18 Vict., c. 74. (Scotland).
20 & 21 Vict., c. 48. (England and Wales).

Resolved—

1. To cancel the Minute dated 2 June 1856, except so far as that schools already receiving aid under it might continue to do so on the same conditions until the 31st of March 1859, but no longer.
2. That, after the 31st of March 1859, no *reformatory school* certified under the Act 17 & 18 Vict., c. 86., should receive grants (except as provided in the 9th section below) from the Parliamentary Fund administered by the Committee of Council on Education, but that *industrial schools* certified under the Acts 20 & 21 Vict., c. 48., or 17 & 18 Vict., c. 74., and *ragged schools*, might be aided on the conditions set forth in the rest of this present Minute.
3. That their Lordships are prepared to consider applications for certifying industrial schools, pursuant to the Industrial Schools Act of 1857.

4. That the promoters of ragged schools, in applying for aid under this Minute, must state in detail :—

- (a.) Within what local limits they expect to gather scholars.
- (b.) What day schools of the ordinary kind are maintained, or are about to be maintained, by charitable subscriptions for the education of children of the labouring and other poorer classes within the same limits. The name and address of a correspondent must be given for each school.
- (c.) Why the school now proposed to the Committee of Council should be a ragged school, rather than one of the ordinary kind, and why it will not be likely to injure any of the day schools just named.

A map marked so as to illustrate the answers to these inquiries should be transmitted, if possible.

5. That ragged schools must fulfil the following conditions :—

- (a.) The title of ragged school, or some other equivalent name of distinction, must be retained.
- (b.) Both scholastic and industrial instruction must be given.
- (c.) No fees must be received from any child attending the school or any of the classes.
- (d.) Accurate accounts must be kept of all receipts and expenditure ; and, if the managers attempt other objects besides the daily instruction of children, the expenditure upon such other objects, and upon the instruction, must be separately stated.
- (e.) The managers must certify and the Inspector must report that adequate means are taken to confine the children attending the school to that class which cannot be associated with the children of respectable labouring men ; that reading, writing, and arithmetic (as far as the first four rules, simple and compound,) are well taught in the school ; and that its discipline and moral influence are such as are calculated to benefit the special class of scholars.

6. Certified industrial and ragged schools may receive grants equal per annum to—

- (a.) One-half of the rent of the premises in which industrial instruction is carried on;
- (b.) One-third of the cost of tools and of raw material for labour;
- (c.) Five shillings per annum per industrial scholar, according to the average number under industrial instruction throughout the year preceding the date of inspection;
- (d.) The ordinary rate for the purchase of books, maps, and apparatus;
- (e.) The ordinary rate in augmentation of any certificated teacher's salary.
- (f.) Teachers in workhouse schools, who are rated in the first division of competency, and who, during the last three preceding years, shall have served continuously in such schools with rating not below competency, may take rank without further examination in ragged or in certified industrial schools as certificated teachers, and may in those schools, but in none other, receive such augmentation as their salaries justify, on the usual conditions, up to 20*l*.
- (g.) Teachers who are at this date employed in ragged or industrial schools may obtain the like privilege by passing an examination equal to the rating of competency* in workhouse schools, provided that the Inspector has reported favourably of their schools during each of three consecutive years.

* *To obtain a Certificate of Competency.*

1. The master (or mistress) should be able to describe in writing the organization of his school, explaining the methods of instruction and discipline which he employs, and the course of instruction communicated by him.

2. He should write from dictation, and work any sum with correctness in the arithmetic of whole numbers, including simple interest.

3. He should parse and explain the construction of English prose narrative.

4. He should answer in writing a few questions in geography, especially in that of the United Kingdom and the English Colonies.

5. He should give replies to a series of questions on the Scripture narrative, and the geography of Palestine.

6. He should conduct a class, in the presence of the Inspector, in such lessons as might be required.—See "*Minutes of the Committee of Council on Education for 1847-8-9, on Schools of Parochial Unions*," page xi.

7. That in schools certified under the Acts 20 & 21 Vict., c. 48., and 17 & 18 Vict., c. 74., there might be granted, in addition to the foregoing forms of aid,—

(a.) The sum of 5*l*. for every child received during the year preceding the date of inspection into the establishment, under an order of the justices for its permanent detention, or who shall have been detained therein under such an order throughout the whole of the same year ;

(b.) The sum of 40*l*., or, in the case of females, 27*l*., in respect of every person boarded, lodged, and trained as a teacher therein during the year preceding the date of inspection, on the following conditions :

(1.) That the school contain at least forty inmates.

(2.) That Her Majesty's Inspector make a favourable report upon the means of training and upon the candidates presented by the managers for admission. The candidates will be examined for admission by the Inspector, in reading, in writing from dictation, and in the first four rules of arithmetic, simple and compound. The Inspector will also report upon the apparent fitness of the candidates in respect of age, previous employment, manners, and physical strength, for the duties of a teacher in reformatory or industrial schools. Candidates must have completed their 18th year.

(3.) That the payments may, on the recommendation of Her Majesty's Inspector, be continued for a second year, but that no fractional payment be allowed.

(4.) That teachers so trained may, on taking service in a ragged or in a certified industrial school, and after passing before the Inspector, upon the papers given to workhouse school teachers, an examination equal to the rating of competency, receive augmentation pursuant to Section 6 (f), *suprà*.

8. That all examinations and inspections made in pursuance of this Minute be, as a general rule, referred to such of Her Majesty's Inspectors as are charged with the inspection of workhouse schools.
9. That reformatory schools certified under the Act 17 & 18 Vict., c. 86., be allowed to have the benefit of Section 7 of this Minute, so far as it relates to the reception of candidates for training as teachers; the Inspector of prisons discharging the same functions as are thereby assigned to the Inspector of schools, and making a report to the Secretary of State for transmission to the Committee of Council.
10. That grants for building ragged schools be made on the usual terms, so long as they provide for daily instruction only, or for daily instruction in a measure greatly beyond the accommodation for lodging, which latter must not be enough to characterize the buildings as other than those for a daily school.

Grants for building schools intended to be certified under the Industrial Schools Act will also be made, on the usual terms as regards the previous approval of plans, specifications, estimates, title, and conveyance in trust, and at a rate not exceeding half the approved expenditure, nor exceeding 30% per bed for which proper space is provided.

Grants will be made for building (instead of an allowance for rent) in those cases only where the permanent provision of premises appears to be thoroughly adequate, and where circumstances in all respects are favourable to the undertaking.

Circular to Her Majesty's Inspectors of Parochial Union Schools, explanatory of foregoing Minute, dated 31 December 1857, relating to Certified Industrial and Ragged Schools.

Education Department, Privy Council Office,
30 January 1858.

Sir,

THE progress of legislation upon the subject of reformatory and industrial schools has led their Lordships to review the Minute dated 2 June 1856, and the various instructions which have grown out of it upon the same subject.

I have the honour to enclose, for your information, a copy of a Minute, dated 31 December 1857, wherein their Lordships have caused their present resolutions to be embodied.

The object of the new Minute is to withdraw the Committee of Council as much as possible from the field occupied by the Home Office, in relation to reformatories, properly so called; to encourage the transformation of those ragged schools which are organized as asylums or refuges into certified industrial schools, and to extend a certain measure of public assistance to ragged schools generally, whether or not they may have become certified under the recent Acts.

By the Minutes recently in force no industrial class could be aided unless it belonged either, on the one hand, to a refuge or reformatory, or, on the other, to a common elementary day school.

Henceforth, the industrial classes of ragged schools and of common day schools are placed upon the same footing.

The ragged school, so far as it serves for week-day instruction, as well as its industrial class or classes, must be open to inspection, but the teacher will not be obliged personally to undergo any examination. No grants (except those for the purchase of books and maps) will be made in aid of the purely scholastic instruction, unless a certificated teacher be employed. The ragged school will be inspected as being the complement of its industrial classes, with a view to estimate the joint influence of instruction and of work upon the scholars.

If the managers of a ragged school see fit at any time to engage a teacher holding one of their Lordships' general certificates, they will be in a position, whenever they may see occasion, to shift their school from the ragged class to the class of schools which are maintained under the Minutes of 1846 and 1853.

Ragged schools are to be regarded as provisional institutions, which are constantly tending to become either elementary schools of the ordinary kind, or industrial schools certified under Acts of Parliament.

You will not fail to observe the importance of bringing within the operation of the Industrial Acts the greatest possible number of those ragged schools which are conducted by their managers as refuges, and of securing that the inmates of them shall, as far as possible, have entered them by order of the justices rather than as volunteers. The order of the justices, made in pursuance of the Industrial Schools Act, supersedes, in a much more complete and satisfactory mode, the magisterial certificate which was required under the Minute of 2 June 1856.

During the period between the present time and the 31st of March 1859, the administration of the Minute dated 2 June 1856 will continue unchanged in respect of all schools to which it has already been applied. But all schools admitted for the first time to aid, as "industrial," will be treated simply as ragged schools, unless they are certified under the Industrial Schools Act; and this will also be the case, after the same date, with all industrial schools whatever remaining uncertified.

With regard to the training of teachers (Section 7) for industrial schools, my Lords are anxious to encourage it as far as it can be accomplished with real efficiency. You will, of course, be on your guard to see that a number of inexperienced candidates, purporting to be trained, do not take the place, at the public expense, of a proper establishment of qualified instructors. The candidate teachers must always be considered as additional to a sufficient regular staff; and you will nowhere propose them for admission in such numbers as to leave them with any large part of their time to pass otherwise than in active practical employment (under guidance) about the daily work of the school. It is not necessary that their literary acquirements should go beyond the power to teach reading, writing, and arithmetic well, and by the best methods, with enough of general intelligence to illustrate, as for a class, the scriptural, geographical, or historical allusions in some one of the common lesson books.

You will examine candidates for admission into training as part of your annual inspection (Section 7 (b) 2). In like manner you will examine any existing teachers who may be qualified to apply for certificates (Section 6 (g)), and any trained candidates whom you may find for the first time in the schools to which they have been appointed (Section 7 (b) 4), just as you now examine a workhouse teacher who has entered on duty since your last inspection.

The Committee of Council will allow the same grants for training teachers to reformatories (Section 9) as to certified industrial schools; and such teachers, when trained, may receive augmentation in certified industrial schools. If they take service in reformatories, they will have no grants from the Committee of Council to expect, the managers being enabled by the grants received through the Home Office to pay competent salaries without augmentation from any other public fund.

In allowing for rent, the same principles will be pursued as heretofore. There must be an annual outgoing in virtue of some agreement capable of being legally enforced before the allowance will be made. The allowance will not be made upon an estimated annual value of buildings for which (from whatever cause) no rent is actually paid. The reasons of this decision are explained in the instructions dated 21 November 1856. The allowance for rent made upon any buildings, not being part of a school certified under one of the Industrial Schools Acts, will be apportioned so as to exclude from account all parts of the premises which are not used for industrial instruction. It is the intention of the Minute to pay half the rent of such rooms only as, but for the industrial work, would not be wanted.

As regards grants for building permanent premises, ragged schools do not differ from others in what is necessary about their arrangement. They will generally be best placed in the poorest and densest quarters of large towns, among the children who are to frequent them. But the case is different with the permanent premises of certified industrial schools. These latter will now receive their inmates by magisterial order, not by invitation. They should stand, therefore, in the country; and those spots should be chosen which, being healthy, afford the cheapest land. The buildings, inside and out, should be substantial; but whatever cannot be pronounced necessary should be excluded from the items of expenditure in erecting or furnishing them. Applicants for building grants should begin by submitting to the Committee of Council a detailed statement of their case in writing.

I have the honour to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspectors of Schools.

Industrial Schools Act referred to in foregoing Minute dated 21 December 1857, and Circular dated 20 January 1858.

ANNO VICESIMO & VICESIMO PRIMO VICTORIÆ REGINÆ.

C A P. XLVIII.

An Act to make better Provision for the Care and Education of vagrant, destitute, and disorderly Children, and for the Extension of Industrial Schools. [17 August 1857.]

WHEREAS industrial schools for the better training of vagrant children have been and may be established in various parts of England, and it is expedient that more extensive use should be made of such institutions, and that the responsibility of parents to provide for the proper care of their children should be enforced; Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:

I. This Act may be cited as the "Industrial Schools Act, 1857."

Short Title.

II. The following words and expressions shall have the meanings hereby assigned to them respectively, unless there be something in the subject or context repugnant to such construction:

Interpretation of terms.

"Police" shall include every policeman, police constable, parish constable, tythingman, or headborough:

"Justices" shall include any two or more justices of the peace acting together, and also any person who by the Act of the eleventh and twelfth years of Her present Majesty, chapter forty-three, sections thirty-three and thirty-four, is authorised to do alone whatsoever is authorised by that Act to be done by any two or more justices of the peace :

"Child" shall include any boy or girl who in the opinion of the justices is above the age of seven and under the age of fourteen :

"Certified Industrial School" shall mean any school or institution certified under this Act :

"Managers" shall include the directors, managers, or other persons who shall have the management or control of any certified industrial school :

"Parent" shall include any person legally liable to maintain a child, and also any person upon whom an order for affiliation has been made and not quashed :

"County" shall include any city, borough, riding, or division of a county having a separate commission of the peace.

Committee of Privy Council on Education may certify any industrial school under this Act, but not under this Act and 17 & 18 Vict. c. 86.

III. The Committee of Her Majesty's Privy Council on Education may, upon the application of the managers of any school in which industrial training is provided, and in which children are fed as well as taught, direct such person as they may appoint to examine and report to them upon its condition and regulations, and, if satisfied therewith, may grant a certificate under the hand of the President of Her Majesty's Privy Council or of the Vice-President of the said Committee thereof, and thenceforth the school shall be a certified industrial school within the meaning of this Act ; provided always, that no school shall be certified both under this Act and under the Act of the seventeenth and eighteenth Victoria, chapter eighty-six.

Inspector to report annually. Certificate may be withdrawn.

IV. The said Committee shall direct a report of the condition and regulations of every certified industrial school to be made to them at least once in each year by such person as they may appoint ; and if upon his report the Committee is dissatisfied with the condition or regulations of the school, they may withdraw their certificate, and, upon notice in writing of such withdrawal having been given to the managers thereof, the school shall cease to be a certified industrial school from such time as shall be specified in the notice.

Children taken into custody for vagrancy : may be sent to school while inquiries are made.

V. When any child is taken into custody on a charge of vagrancy under any local or general Act, the justices, on receiving satisfactory proof in support of such charge, may, if the parent, or in case of an orphan, if the guardian or nearest adult relative, of the child cannot at once be found, and provided there be any certified industrial school, the managers of which are willing to receive him, order the child to be sent to such industrial school for any period not exceeding one week, and shall direct due inquiries to be made, and notice (Form A.) to be given to the parent or guardian or nearest adult relative of the child, if any can be found, or to the persons with whom the child is or was last known to have been residing, of the circumstances under which the child has been taken into custody, and that the matter will be inquired into at the time and place mentioned in the notice.

Justices may order child to be discharged or sent to a certified industrial school or make parent responsible.

VI. At the time and place mentioned in the notice, any justices may make full inquiry into the matter, and may, if they shall think fit, order the child to be discharged altogether, or if the parent (or where the child is an orphan, then the guardian or nearest adult relative,) be found, may, on conviction of such child on such charge as aforesaid, deliver him up to his parent, (or where the child is an orphan, to the guardian or nearest adult relative as aforesaid,) on his giving an assurance in writing (Form B.) that he will be responsible for the good behaviour of the child for any period not exceeding twelve months, and in default of such assurance being given may, by writing under their hands and seals (Form C.), order the child to be sent for such period as they may think necessary for his education and training to any certified industrial school, the managers of which are willing to receive him ; provided, however, if within the county where the child was taken into custody, or any adjoining county, there shall be any certified industrial school conducted on the principles of the religious persuasion to which the parent of the child in the opinion of the justices shall belong, and the managers of such school shall be willing to receive him, such child shall be sent to such last-mentioned school, and not to any other.

Parent liable to penalty for neglect during responsibility.

VII. If the child, after such assurance as aforesaid being given, be brought up again on a similar charge within the period for which the parent, or in case of an

orphan, the guardian or nearest adult relative, has become responsible for his good behaviour, the justices may inflict a fine upon the parent or guardian or nearest adult relative as aforesaid, not exceeding forty shillings, should it be proved, to the satisfaction of the justices, that the last-mentioned act of vagrancy has taken place through the neglect of the parent.

VIII. The time during which any child shall be lodged in any certified industrial school under this Act shall, for all the purposes of the Act of the ninth and tenth years of the reign of Her present Majesty, chapter sixty-six, and of every Act incorporated therewith, be excluded in the computation of the time therein mentioned.

Time passed in industrial school to be excluded in computation of time under 9 & 10 Vict. c. 63.

IX. If the parent, or in case of an orphan, if the guardian or nearest adult relative, objects to the certified industrial school to which the child has been sent or ordered to be sent, and proposes some other certified industrial school, and proves that the managers of it are willing to receive the child, and, if on any other than religious ground, pays or finds good security to pay any expenses which may be incurred in consequence of his objection, any justice of the county where the child was taken into custody shall order (Form D.) the child to be sent to the certified industrial school proposed by the parent or guardian or nearest adult relative as aforesaid.

Parent may (under conditions) have child sent to a school which he approves.

X. In every industrial school a book shall be kept by the managers, to which access shall be had at all reasonable hours, in which the religious denomination of the child when admitted to the industrial school shall be entered; and it shall be lawful, upon the representation of the parent, or in case of an orphan, then of the guardian or nearest adult relative, of any inmate placed in such industrial school under the provisions of this Act, for a minister of the religious persuasion of the inmate of such industrial school, at certain fixed hours of the day, which shall be fixed by the managers for the purpose, to visit such schools for the purpose of affording religious assistance to such inmate, and also for the purpose of instructing such inmate in the principles of his religion.

Book to be kept in which religious denomination of children to be entered; Certain hours to be fixed for visits of clergymen.

XI. A duplicate of the order under which any child is in pursuance of this Act ordered to be sent to a certified industrial school shall be sent to the managers thereof, and shall be a sufficient warrant for the detention of the child.

Duplicate of order to be given to managers, to be sufficient for detention of child.

XII. On the application of the parent, or in case of an orphan, then of the guardian or nearest adult relative, or of the managers, any justices of the county in which the school is situate, or of the county where such parent resides, if satisfied that a suitable employment in life has been provided for the child, or that there is otherwise sufficient cause, may discharge (Form E.) the child from the certified industrial school before the full expiration of the period for which he has been sent there, or may order his removal from one certified industrial school to another (Form F.), or may order him to be discharged altogether.

On application of parent, &c. child may be discharged from school.

XIII. On good security being at any time found by the parent or by any other person, any justices of the county in which the certified industrial school to which the child has been sent is situate or of the county where such parent resides shall order (Form G.) the child to be discharged therefrom; provided always, that the security shall be in such amount as the justices determine, or may be rejected by them altogether, on its being proved to their satisfaction that security for the child has at any time and under any circumstances been previously rejected or forfeited.

Child may be discharged on good security being found.

XIV. No person shall be detained in any certified industrial school under this Act beyond the age of fifteen years against his consent.

Child not to be detained beyond the age of 15.

XV. Any justices of the county in which the certified industrial school to which the child has been sent is situate, or in which the parent is residing, may, upon the complaint of the managers, summon the parent, and examine into his circumstances, and in their discretion may order him (Form H.) to pay to such managers, or to any person authorized by them from time to time to receive it, a weekly sum not exceeding three shillings, until the child attains the age of fifteen years, or is lawfully discharged; and on default of payment for the space of fourteen days the like proceedings may be taken for enforcing and recovering the same as are herein-after provided for the enforcing and recovering of any penalty or forfeiture imposed by this Act.

On application of manager, the parent may be summoned, and ordered to pay according to his ability.

Parents' payment may be diminished or increased.

XVI. The parent or the managers may at any time apply to any justices of the county in which the certified industrial school is situate, or in which the parent is residing, for an order to diminish the amount of the weekly sum payable by the parent, or to increase it to an amount not exceeding three shillings per week; and the justices, on proof that the parent or the managers have given to each other (as the case may be) not less than one week's notice in writing of the intended application, and of the time and place of hearing the same, shall make full inquiry into the matter, and may diminish or increase the amount of the weekly sum payable by the parent, as they think fit, or may release him from such payment altogether (Forms I. and K.)

Power to managers to permit children to sleep out of school.

XVII. The managers may, at their discretion, permit any child to sleep or lodge at the dwelling of his parent, or of any trustworthy and respectable person, and may also, at their discretion, revoke such permission; provided always, that they shall continue to board and feed the child in all respects as if he were lodging in the certified industrial school.

Children absconding, &c. may be sent back to the school.

XVIII. If any child, whether lodging in the school or elsewhere, before attaining the age of fifteen years, or being duly discharged, wilfully absconds from the school, or neglects his attendance thereat, any justice of the county in which the certified industrial school is situate, or in which the child is re-taken, may, by writing under his hand and seal, order him to be sent back to the school, and to be detained there until he attains the age of fifteen years, or for such shorter period as the justices think fit.

Penalties on persons inducing children to abscond, &c. or harbouring them.

XIX. Any person who directly or indirectly withdraws a child from the certified industrial school to which he has been sent, or induces him to abscond therefrom, previous to his attaining the age of fifteen years, or being duly discharged, or who knowingly conceals or harbours him, or in any way prevents his return, shall for every such offence be liable in a penalty not exceeding two pounds, to be recovered by summary proceedings before two justices in or near the place where the offence is committed, or where the offender may at the time being happen to be, in manner provided by the Act of the session holden in the eleventh and twelfth years of Her Majesty, chapter forty-three.

Service of notices.

XX. The leaving of any summons or notice or order authorized to be issued or made by any justices under this Act at the usual or last known place of abode of the party to whom the same respectively is directed shall in every case be deemed a good and sufficient service thereof.

Guardians may contract with managers.

XXI. The guardians of any union or any parish wherein the relief to the poor is administered by a board of guardians may, if they deem proper, with consent of the Poor Law Board, contract with the managers of any certified industrial school for the maintenance and education of any pauper child.

What is sufficient evidence as to certificates of school, identity of child, and making of orders.

XXII. Whenever it shall be necessary to prove that any industrial school is duly certified or sanctioned under this Act, the production of an attested copy of the certificate shall be sufficient evidence thereof; and the production of an original duplicate of the order under which any child has been sent to or is detained in any certified industrial school under this Act, or a copy of such order with a memorandum signed by the manager or superintendent, or master or matron of any such school, that the young person named in such order was duly received into and is at the signing thereof detained in such school, or has been otherwise disposed of according to law, and the production of an original duplicate of any order made upon the parent under this Act, or a copy thereof certified by the clerk to the justices making the same to be a correct copy, shall in all proceedings whatsoever be sufficient evidence of the due making and signing of all or any of such orders, memorandum, and certificate respectively, and of the sending, detention, and identity of the child or parent named in such orders respectively, without proof of the signatures or official characters of the justices or other persons appearing to have signed the same respectively.

Committee of Education to give notice of certified schools.

XXIII. Whenever the Committee of Her Majesty's Privy Council on Education shall at any time grant a certificate under this Act to any industrial school, they shall within one calendar month cause a notice thereof to be published in the *London Gazette*, and such publication shall be a sufficient evidence of the fact of such industrial school having been certified to justify any justices to commit any child thereto, subject to the provisions of this Act; and whenever the Committee shall withdraw

the certificate granted to any industrial school, they shall within one calendar month give notice of such withdrawal in the said *gazette*.

XXIV. The several forms in the Schedule to this Act annexed, or any forms to the like effect, shall in all cases be sufficient; provided always, that any summons, notice, or order shall not be invalidated for want of form only. Forms in Schedule may be used.

XXV. This Act shall not extend to Ireland or Scotland. Extent of Act.

SCHEDULES.

(A.)

Notice by Police to Parent, &c. of Child being in Custody, &c.

To C. B. of the parish of _____ in the county of _____
I hereby give you notice, pursuant to section 5 of the "Industrial Schools Act, 1857," that a child named A. B., apparently about _____ years of age, the son of [or who have been residing with] you the said C. B., has been taken into custody for having been on the _____ day of _____ in the parish of _____ in the said county of _____ found [in the words of the local or general Act], and that the matter will be inquired into on the _____ day of _____, at _____ o'clock in the forenoon, at _____, before such justices of the peace for the said county as may then be there, who may make such order on you the said C. B., to be dealt with according to the said Act, as they may think fit; the said A. B. is in the meantime detained in the _____ at _____, by the order of a justice of the peace.

Dated this _____

day of _____ 185 _____.

M. N. { Constable, inspector, or superintendent
of police of _____

(B.)

Form of Assurance of Parent for good Behaviour of Child.

Whereas a child named A. B., the son of C. D., has been proved a vagrant; I C. D. hereby undertake to be responsible for the good behaviour of the said child for the period of _____ months from the day of the date hereof.

(C.)

Order sending Child to Industrial School.

to wit. } To the constable of _____ and to the managers of the
certified industrial school at _____:
Whereas a certain child named A. B., about _____ years of age, was this day brought before us, two of Her Majesty's justices of the peace for the county of _____, for that he on the _____ day of _____, at _____, was found in the act of vagrancy [or, as the case may be in section 5]. And whereas we have made full inquiry into the matter, pursuant to the "Industrial Schools Act, 1857," and no satisfactory assurance has been given for the future proper care and good behaviour of the said child: Now therefore we, the said justices, do, pursuant to section 6. of the said Act, order you, the said constable, to take the said child, and him safely convey to the _____ certified industrial school at _____, and there to deliver him, together with this order; and we do hereby command you the said managers (it appearing to us that you are willing to receive him therein) to receive the said child into your charge in the said school, and there to detain, educate, and train him for the period of _____ from the date hereof.

Given under our hands and seals this _____ day of _____ at _____
in the county aforesaid.

[Signatures and seals of justices.]

(D.)

Second Order changing School.

To the managers of the certified industrial school at
and to the managers of the certified industrial school
at :

Whereas a certain child named *A.B.*, about years of age,
was on the day of , by the order of , two of
Her Majesty's justices of the peace for the county of , pur-
suant to the "Industrial Schools Act, 1857," taken to the certified
industrial school at , there to be detained for the period of
from the said day of , and he is now detained therein [if so] : And
whereas *C.D.*, according to the provisions of the said Act entitled to object, has
objected to the said school, and has proposed the certified industrial
school at , and proved to me the undersigned, one of Her Majesty's
justices of the peace for the county of , where the child was taken into
custody, that the managers of the certified industrial school at
are willing to receive the said child, and the said *C.D.* has also complied with the
other conditions of section 9 of the said Act : These are therefore, pursuant to
section 9 of the said Act, to order you the said managers of the certified
industrial school at to deliver up the said child forthwith to the
certified industrial school at ; and you the said managers of the
said last-mentioned school are hereby required to receive the said child into your
charge in the said school, and there to detain, educate, and train him for the
period of from the day of

Given under my hand and seal this day of , at in the
county aforesaid. J.S. (i.e.)

(E.)

Order for discharge of Child on Employment being found for him.

To the managers of the certified industrial school at :
Whereas a certain child named *A.B.*, about years of age, was on the
day of , by the order of , two of Her Majesty's
justices of the peace for the county of , made pursuant to the "Indus-
trial Schools Act, 1857," taken to the certified industrial school at ,
there to be detained for the period of from the said day of ,
and he is now detained therein : * And whereas it appears to us, two of Her
Majesty's justices of the peace for the county of in which the school is
situate [or in which the parent or guardian or nearest adult relative of the said child
resides], that suitable employment in life has been provided for the said child [or
there appears to us, &c. sufficient cause for the discharge of the said child] :
These are therefore, pursuant to section 12 of the said Act, to command you, the
said managers, forthwith to discharge the said child, and to deliver him into the
charge of , who brings this order.

Given under our hands and seals this day of , at
in the county aforesaid.

[Signatures and seals of justices.]

(F.)

Order changing School on assurance being given for future good Behaviour.

To the managers of the certified industrial school at ,
and to the managers of the certified industrial school at ,
[Proceed to the asterisk* in the Form (E.), and then say] : And whereas it appears
to us desirable that the said child should be removed from the said certified in-
dustrial school to the said certified industrial school (the managers of which
said last-mentioned school being willing to receive the said child therein) : These are
therefore, pursuant to section 12 of the said Act, to order you the said managers of
the certified industrial school at to deliver up the said child
forthwith to the certified industrial school, or to any person authorized by
them to receive the child, at ; and you the said managers of the said last-

mentioned school are hereby required to receive the said child into your charge in the said school, and there to detain, educate, and train him for the period of from the day of

Given under our hands and seals this day of , at in the county aforesaid.

[Justices signatures and seals.]

(G.)

[Order for Discharge of Child on Security given for future good Behaviour.]

[Proceed to the asterisk* in the Form (E.), and then say]: And whereas good security has been found before us, two of Her Majesty's justices of the peace for the county of in which the school is situate [or in which the parent or guardian or nearest adult relative of the said child resides], for the future good behaviour of the said child*: These are therefore, pursuant to section 19 of the said Act, to command you, the said managers, forthwith to discharge the said child, and to deliver him into the charge of , who brings this order.

Given under our hands and seals this day of , at in the county aforesaid.

[Signatures and seals of justices.]

(H.)

Order on Parent to pay weekly Sum to Managers of School.

To C.B. of in the county of , carpenter.

Be it remembered, That on this day of in the year of our Lord 185 , at in the county of a certain complaint of E.F., one of the managers of the certified industrial school at made under section 14 of the "Industrial Schools Act, 1857," for that by a certain order of justices bearing date the day of , a certain child named A.B., of the age of years, was sent to and is now detained in the said certified industrial school pursuant to the said Act, and that the said child is the son of the said C.B. [or was, at the time of his removal to the said school, residing with the said C.B.], was duly heard by and before us, the undersigned, two of Her Majesty's justices of the peace in and for the said county of , (wherein the said school is situate, or wherein the said C.B. is residing,) in the presence and hearing of the said C.B., [if so, or the said C.B. not appearing to the summons duly issued and served in this behalf]; and we, having duly examined into the circumstances of the said C.B., do, pursuant to section 14. of the said Act, order the said C.B., weekly and every week from the day of , to pay to the managers of the said certified industrial school, or to such person as the said managers may from time to time authorize to receive the same, the sum of shillings for the maintenance, clothing, education, care, and training of the said child, until the said child shall attain the age of fifteen years, or shall be lawfully discharged from the said school.

Given under our hands and seals this day of , at in the county aforesaid.

[Justices signatures and seals.]

(I.)

Order diminishing or increasing weekly Payment by Parent.

To C.B. of , and to the managers of the certified industrial school at :

Whereas by a certain order of [us, the undersigned, if so,] two of Her Majesty's justices of the peace for the county of , made on the day of , pursuant to section 14 of the "Industrial Schools Act, 1857," [we] the said justices, ordered that you, the said C.B., should weekly and every week pay to the managers of the said school the sum of for the maintenance, clothing, education, care, and training of a certain child named A.B. (who is the son of [or who had been residing with] you, the said C.B.) and who had been theretofore duly sent to and was then and now is detained in the said certified industrial school for the period therein mentioned*: Now therefore we, the said justices, seeing cause to diminish

[or increase] the amount of the said weekly payment, do order, pursuant to section 15 of the said Act, that the said weekly payment to be made by you the said *C. B.* to you the said managers shall, from day of , be the sum of per week, and no more.

Given under our hands and seals this day of , at
in the county aforesaid.

_____ [Justices signatures and seals.]

(K.)

Order releasing Parent from Payment altogether.

[Proceed as in Form (I.) to the asterisk*, and then say:] Now therefore we, the said justices, seeing cause to release the said *C. B.* from the said weekly payment altogether, do order, pursuant to section 15 of the said Act, that you, the said *C. B.*, shall be released altogether from the payment of the aforesaid weekly sum to the said managers from the day of .

Given under our hands and seals this day of , at
in the county aforesaid.

ANNUAL CALENDAR OF CERTIFICATED TEACHERS OF PAROCHIAL UNION SCHOOLS.

*Certificates granted, by Committee of Council on Education, in
Parochial Year ended at Lady Day 1858.*

ENGLAND.

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
BEDFORD	Bedford	Benjamin Spence	Competency	3	34 5 0
	"	Mary Ann Johnson	Competency	6	28 0 0
	Biggleswade	Susan Ashford	Probation	1	24 0 0
	Leighton Buzzard	John Wickstead	Probation	1	23 16 0
	"	Mary A. Wickstead	Probation	2	19 15 0
	Woburn	Lucy Anne Powell	Competency	2	32 0 0
BERKS	Abingdon	Thomas Batley	Competency	2	37 0 0
	"	Elizabeth Brown	Competency	3	28 0 0
	Bradfield	Alfred Bailey	None.	—	—
	"	John J. Taffs	Competency	2	37 0 0
	"	Sophia Simmonds	Probation	1	24 0 0
	Cookham	Elizabeth Painter	Probation	1	23 0 0
	Rushmore	George Gibbons	Probation	1	24 16 0
	Faringdon	William H. Helps	Efficiency	3	50 0 0
	"	Julia P. Long	Probation	1	23 12 0
	Hungerford	William S. O'Connor	Competency	3	30 0 0
	"	John S. Hunt	Probation	1	24 16 0
	"	Mary A. Ladner	Competency	1	32 6 0
	Newbury	John Green	Probation	1	20 0 0
	"	Eliza Carthew	Competency	3	25 0 0
	Reading and Wokingham District	Brice Bennett	Competency	1	45 0 0
	"	Eliza Davies	Competency	1	36 0 0
	Wallingford	William Glendinning	Probation	2	24 19 0
BUCKINGHAM	"	Sarah Punchard	Probation	2	20 0 0
	Wantage	Edwin Cox	Probation	1	24 8 0
	"	Jane E. Davis	Competency	1	31 18 0
	Windsor	Adolphus F. Lakin	Efficiency	3	50 0 0
	"	Sophia Hopkins	Competency	2	28 0 0
	Amersham	Walter A. Carter	Probation	1	24 16 0
	"	Emma Brooks	Probation	2	20 0 0
	Aylesbury	John Green	Probation	1	25 4 0
	"	Elizabeth Roberts	Competency	3	28 10 0
	Buckingham	Richard Jones	Competency	2	30 2 0
BUCKINGHAM	"	Hannah M. Sheppard	Probation	3	16 0 0
	Eton	Henry Langley	Competency	1	37 19 0
	"	Kesia E. Langley	Probation	1	24 0 0
	Newport Pagnell	Thomas W. S. Loweth	Probation	3	20 0 0
	"	Elizabeth Jones	Probation	3	16 0 0
	Winslow	Emma Clayton	Probation	3	18 8 0
	Wycombe	Jasper Clarke	Efficiency	1	60 0 0
	"	Sarah Clarke	Efficiency	1	48 0 0
	"	Martha Allnutt	Grant	—	19 15 0
	"	"	"	—	—
CAMBRIDGE	Cambridge	Henry Gee	Competency	3	34 15 0
	"	Elizabeth Chapman	Probation	2	20 0 0
	Caston & Arrington	Sarah Hipwell	Probation	2	16 0 0
	Chesterton	Macer Aworth	Competency	2	34 0 0
	"	Sarah Ann Meeks	Probation	3	16 0 0
	Ely	John Henry Lock	Competency	2	32 10 0
	"	Mary Ann Lock	Competency	3	28 0 0
	Linton	Joseph Housden	Probation	1	23 12 0
CAMBRIDGE	"	Anne Green	Probation	1	19 16 0
	"	"	"	—	—

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
CAMBRIDGE <i>cont.</i>	Newmarket	William Andrews	Probation	1	28 8 0
	"	Emma Andrews	Permission	—	12 0 0
	North Witchford	Thomas Mitham	Probation	2	22 14 0
	"	Lucy Taylor	Probation	1	22 0 0
CHESTER	Altrincham	William Roscoe	Competency	2	33 8 0
	"	Mary Ingham	Probation	1	21 4 0
	Chester	John Lynham	Efficiency	2	48 14 0
	"	Elizabeth Haswell	Probation	1	24 0 0
	Congleton	Thomas Dean	Probation	1	24 4 0
	"	Harriet Farr	Probation	2	16 0 0
	Macclesfield	James M. Archdeacon	Efficiency	3	44 0 0
	"	Mary Archdeacon	Competency	3	27 15 0
	Nantwich	Thomas Griffiths	Competency	2	33 2 0
	"	Anne Walton	Probation	2	20 0 0
	Northwich	Matthew Shrigley	Probation	2	24 13 0
	"	Mary Jane Rosson	Probation	3	16 0 0
	Stockport	William Godfree	Competency	1	43 2 0
	"	Jemima Godfree	Efficiency	3	40 0 0
	Wirral	Francis Bardley	Competency	2	31 18 0
	"	Jane Kirby	Probation	1	24 0 0
CORNWALL	Austell, St.	Mary Pope	Probation	1	24 0 0
	Bodmin	Richard Lawry	Probation	1	30 0 0
	Carnelford	Martha Adams	Probation	2	19 0 0
	Columb, St.	Bethesda O'B. Roberts	Competency	2	33 0 0
	Falmouth	Henry Agar	Competency	3	33 0 0
	"	Mary Anne Rickards	Competency	1	28 8 0
	Germans, St.	Eve Hodge	Probation	1	21 8 0
	Helstone	Eliza Pascoe	Probation	1	24 0 0
	Launceston	Anne Tapson	Competency	1	35 8 0
	Liskeard	James Nicholas	Probation	2	24 4 0
	"	Betty Gleanville	Competency	2	32 0 0
	Penzance	Samuel Hosking	Competency	3	28 8 0
	"	Elizabeth Proctor	Competency	1	28 18 0
	Redruth	William Rodda	Competency	3	33 0 0
	"	Ellen Hawlings	Competency	3	28 0 0
	Truro	Cornelius Penrose	Competency	3	34 0 0
	"	Hephzibah Barlow	Probation	1	24 0 0
CUMBERLAND	Carlisle	Charles Watson	Competency	1	45 0 0
	"	Isabella Bailton	Probation	1	24 0 0
	Cockermouth	Alfred Jennings	Competency	3	34 10 0
	"	Elizabeth M. Burch	Probation	2	20 0 0
	Longtown	Robert D. Hope	Probation	2	23 0 0
	Penrith	Charles G. Shearer	Competency	1	40 8 0
	"	Elizabeth Dalston	Competency	2	29 12 0
DERBY	Wigton	Thomas Holmes	Competency	3	30 0 0
	"	Isabella B. Pattinson	Competency	3	26 5 0
	Ashbourne	Mary Goodall	Competency	2	28 8 0
	Bakewell	John Berkeley	Competency	3	31 10 0
	"	Eliza Taylor	Probation	3	16 0 0
	Belper	Samuel Clarke	Probation	2	25 0 0
	"	Sarah Fenton	None.	—	—
DEVON	Chesterfield	John Knight	Probation	1	28 16 0
	Derby	William Holt	Competency	1	36 4 0
	"	Fanny Hanson	Competency	3	28 5 0
	Shardlow	Frederick Johnson	Efficiency	3	42 0 0
	"	Maria Redfern	Probation	3	16 0 0
	Axminster	George E. Coleman	Competency	1	36 11 0
	"	Elizabeth Morgan	Probation	1	23 4 0
DEVON	Barnstaple	James Biss	Competency	1	40 15 0
	"	Maria Biss	Competency	2	32 0 0
	Bideford	William Coles	Probation	1	23 0 0
	"	Mary E. Coles	Competency	2	29 0 0
	Crediton	William Cole	Competency	2	33 8 0
	"	Elizabeth Leach	Competency	3	28 0 0
	Devonport	Jane E. Webb	Efficiency	3	40 0 0
	Exeter (City)	James L. Bere	Efficiency	2	55 0 0
	"	Ann Jane Bere	Competency	1	31 4 0
	Exeter (St. Thomas)	William S. Ponsford	Probation	1	30 0 0
	"	Sarah Pickard	None.	—	—
	Holton	Mary Collins	Competency	2	29 12 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					<i>£ s. d.</i>
DEVON <i>cont.</i>	Kingsbridge	George Ford	Probation	1	24 0 0
	Molton, South	Harriet Kialingbury	Competency	2	25 8 0
		Robert B. Churchill	Probation	2	23 18 0
	Newton Abbott	Jemima Hardy	Probation	1	23 16 0
		Robert H. Seaman	Competency	1	41 16 0
		Ellen Perkins	Permission	—	12 0 0
	Okehampton	Susan Northcott	Probation	2	20 0 0
	Plymouth Incorporated	Henry Snawdon	Competency	1	41 2 0
		Helen Kelly	Competency	1	31 18 0
	Plympton, St. Mary	Elizabeth M. Wilcocks	Competency	2	28 8 0
	Stoke Damerel	John T. Creber	Competency	1	42 10 0
	Stonehouse, East	Anne M. Smith	Competency	2	26 12 0
	Tavistock	Anne Ford	Probation	2	20 0 0
		Thomas Smale	Probation	1	24 0 0
	Tiverton	Richard Slee	Probation	1	26 16 0
		Augusta Schreiber	Probation	2	20 0 0
	Torrington	George C. Verrent	Competency	2	29 15 0
		Mary Ann Lemon	Competency	2	26 10 0
	Totnes	William Tope	Efficiency	2	52 0 0
	"	Eliza Shakespeare	Competency	2	31 8 0
DORSET	Beaminster	Joseph Hill	None.	—	—
	"	Anne L. Knight	Probation	2	20 0 0
	Blandford	Mary M. Miall	None.	—	—
	Bridport	William S. Cox	Probation	1	23 8 0
		Jane Glyde	Competency	2	24 10 0
	Cerne Abbas	Susan Biles	Competency	2	27 10 0
	Dorchester	Caroline Coren	Competency	2	22 0 0
	Poole	Margaret Loveridge	Competency	2	28 0 0
	Shaftesbury	Elizabeth Hill	Probation	2	29 0 0
	Sturminster	Anne Galpin	Competency	2	28 0 0
	Wareham	Jane Hooper	Competency	2	23 0 0
	Weymouth	William H. Phebey	Competency	2	23 16 0
		Sarah B. Carter	Probation	2	19 16 0
	Wimborne	Esther Laurie	Probation	1	20 16 0
DURHAM	Auckland	Esther Wharton	Probation	1	18 12 0
	Darlington	Charlotte Coulson	Probation	1	20 16 0
	Durham	Elizabeth M. Hedley	Competency	1	29 2 0
	Gateshead	John M'Guire	Competency	2	25 0 0
		Ann Barber	Probation	2	20 0 0
	South Shields	Jaue P. Welch	Probation	2	20 0 0
	Stockton	Ellen Swaine	Probation	2	29 0 0
	Sunderland	Duncan Cameron	Efficiency	1	53 8 0
	"	Anna Hawkesford	Probation	1	22 8 0
ESSEX	Billerica	David King	Competency	2	32 4 0
		Ellen Thorogood	Probation	1	22 12 0
	Braintree	John Bragg	Probation	1	27 4 0
		Jane Bush	Probation	2	16 0 0
	Chelmsford	Thomas Chapman	Competency	1	39 0 0
		Louisa Cole	Probation	1	24 0 0
	Colchester	John Blyde	Competency	1	35 2 0
		Maria Winsor	Competency	2	26 10 0
	Dunmow	William Smith	Probation	1	27 0 0
		Mary Anne Major	Probation	1	22 12 0
	Halstead	John Macartney	Competency	1	34 9 0
		Margaret T. Macartney	Competency	1	27 14 0
	Leiden and Winstree	William Hodgson	Competency	1	35 17 0
	Maldon	Theophilus Evans	Probation	1	25 16 0
		Anne Rogers	Probation	2	20 0 0
	Ongar	Ellen Low	Probation	2	20 0 0
	Orsett	John Clark	Probation	1	23 0 0
		Mary Ann Watson	Probation	1	20 4 0
	Rochford	James S. Sanders	Efficiency	1	58 16 0
		Anne Kemp	Probation	2	20 0 0
	Romford	Frederick Johnson	Efficiency	2	50 0 0
		Caroline Howe	Competency	2	28 0 0
	Saffron Walden	John Wicks	Competency	1	39 0 0
		Eliza Sarah Gifford	Competency	2	28 0 0
	Tendring	Joseph B. Hampson	None.	—	—
		Mary J. Halliday	Probation	2	20 0 0
	West Ham	Daniel Drury	Competency	2	40 0 0
		Alice Goodlad	Probation	2	20 0 0
	Witham	Archibald Weir	Efficiency	2	27 10 0
	"	Julianne Bird	Probation	1	22 12 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £ s. d.
GLOUCESTER	Bristol Incorporation	Richard Hughes	Efficiency	1	75 0 0
	"	Elizabeth Greatorex	Competency	1	36 0 0
	"	Sarah Cogle	Competency	1	50 0 0
	"	Elizabeth Cogle	Competency	1	30 0 0
	"	Amelia Kerr	Probation	2	30 0 0
	Cheltenham	James Lloyd	Probation	1	30 0 0
	"	Eliza Harris	Competency	2	33 0 0
	Chipping Sodbury	Esther Collins	Probation	3	16 0 0
	Cirencester	John Williams	Competency	1	43 11 0
	"	John Waters	Probation	1	30 0 0
	"	Ann Williams	Competency	1	24 14 0
	Clifton	Thomas Milligan	Competency	1	45 0 0
	"	Mary Harte	Efficiency	1	46 0 0
	"	Anne C. Harte	Efficiency	1	46 0 0
	Dursley	Noah Cornock	Permission	—	15 0 0
	"	Mary Powell	Permission	—	12 0 0
	Gloucester	Samuel Wallace	Competency	3	35 0 0
	"	Christina Monk	Competency	1	33 5 0
	Newent	Sarah Williams	Competency	2	31 14 0
	Northleach	John Cruess	Competency	1	33 15 0
	"	Robert White	Probation	1	34 10 0
	Stow-in-the-Wold	Anne Pearce	Competency	1	32 13 0
	Stroud	Eliza Tongue	Efficiency	2	44 0 0
	"	Mary Buckingham	Competency	1	35 8 0
	"	William E. Carden	Probation	1	26 16 0
	Thornbury	Samuel Roach	Probation	2	23 12 0
	Westbury-on-Severn	Anne Wilce	Probation	2	19 18 0
	Wheatonhurst	Elizabeth Halford	None.	—	—
	Winchcombe	Caroline Court	Competency	3	24 15 0
	"	Emma Davis	Probation	2	18 14 0
HEREFORD	Abbey Dore	Martha Wood	Probation	1	18 0 0
	Bromyard	Elizabeth Charles	Permission	—	12 0 0
	Hereford	George Turner	Competency	3	32 5 0
	"	Ann Jenkins	Competency	3	27 15 0
	Kington	Charlotte Smith	Competency	1	33 12 0
	Ledbury	Thomas Wilson	Competency	3	31 5 0
	"	Caroline Cromwell	Probation	1	19 13 0
	Leominster	Elizabeth Hill	Probation	3	16 0 0
HERTFORD	Ross	Charles H. Hughes	None.	—	—
	Albans, St.	Edmund Weaving	Competency	1	30 19 0
	"	Georgiana Weaving	Probation	2	19 15 0
	Barnet	Mary Hodgkin	Competency	3	26 0 0
	Bishop Stortford	John Leader	Probation	1	26 16 0
	"	Hannah Brock	Efficiency	3	40 0 0
	Hertford	James Tyler	Permission	—	15 0 0
	"	Elizabeth Parfrey	Permission	—	13 0 0
	Hitchin	William Strickland	Competency	2	32 16 0
	"	Emma M. Wilding	Probation	2	19 15 0
	Royston	Harry Laney	Competency	3	35 0 0
	"	Jane Somerville	Probation	2	20 0 0
	Ware	John Beekford	Probation	2	23 12 0
	"	Mabel Heard	Probation	2	19 0 0
HUNTINGDON	Watford	George Aylmore	Competency	3	31 5 0
	"	Julia Long	Competency	1	36 0 0
	Huntingdon	Thomas Roberts	Efficiency	3	46 0 0
	"	Anne Mullings	Probation	1	21 12 0
	Ives, St.	Benjamin Hall	Competency	1	26 4 0
" "	"	Jane Wright	Probation	2	19 0 0
	Neots, St.	Jane Giddings	Probation	1	22 0 0
KENT	Ashford, East	John Rayner	Probation	3	30 0 0
	"	Mary Ann Tuer	Probation	2	30 0 0
	Ashford, West	John T. Jones	Probation	2	23 8 0
	"	Eliza Langley	Probation	3	16 0 0
	Aylesford, North	Thomas Waller	Probation	1	28 0 0
	"	Emily Day	Probation	2	30 0 0
	Blean	William Hutton	Competency	2	31 12 0
	Bridge	Rosina Wood	Probation	2	19 8 0
	Bromley	Adam Smith	Efficiency	2	48 15 0
	"	Ann Smith	Competency	2	28 14 0
	Canterbury	Thomas Holman	Probation	3	21 12 0
	"	Elizabeth Sewell	Probation	1	19 12 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
KENT - cont.	Cranbrook	Frederick Stedman	Probation	1	£ 23 16 0
	"	Wilhelmina Warman	Probation	3	16 0 0
	Dartford	John Phillips	Probation	1	24 4 0
	"	Maria E. Benton	Probation	2	20 0 0
	Eastry	Daniel Chambers	Competency	2	33 8 0
	"	Eliza Ann Day	Probation	2	20 0 0
	Eltham	Edwin Major	Probation	2	23 15 0
	"	Elizabeth Cheeseman	Probation	3	16 0 0
	Faversham	Thomas Elvey	Probation	2	24 7 0
	"	Jane Wallingford	Probation	3	16 0 0
	Gravesend and	Henry W. Mariner	Competency	2	33 8 0
	Milton	Ann E. Nicholas	Competency	1	30 17 0
	Hollingbourne	Thomas Amos	Probation	2	24 10 0
	"	Mary A. Hobbs	Probation	1	24 0 0
	Maidstone	James Mason	Competency	2	40 0 0
	"	Mary A. Locke	Competency	1	36 0 0
	Malling	Edwin Larcock	Competency	1	37 12 0
	"	Mary A. Barrett	Probation	2	20 0 0
	Medway	George W. Scott	Probation	1	29 12 0
	"	Jean Scott	Probation	1	24 0 0
	Milton	Henry J. Johnson	Probation	1	25 0 0
	"	Maria Turner	Probation	2	20 0 0
	Seven Oaks	William Riley	Efficiency	2	55 0 0
	"	Agnes Robinson	Probation	3	16 0 0
	Sheppey	Thomas Gorfett	Competency	3	31 15 0
	"	Catherine Gorfett	Probation	1	19 8 0
	Tenterden	John W. A. Stanley	Competency	1	35 3 0
	"	Rebecca Usborn	Probation	1	21 12 0
	Thanet, Isle of	George G. Burges	Competency	1	43 11 0
	"	Eliza Burges	Probation	1	22 4 0
	"	Mary Donaldson	Probation	1	21 8 0
	Tonbridge	James C. Haffenden	Probation	1	29 4 0
	"	Martha Haffenden	Probation	2	20 0 0
LANCASTER -	Aughton-under-Lyne	Sarah E. Crabtree	Probation	1	34 0 0
	Blackburn	Abraham Sharples	Competency	2	35 10 0
	"	Hannah Armistead	Probation	3	16 0 0
	Bolton	Charles Hall	Probation	1	30 0 0
	"	Elizabeth Greenhalgh	Competency	2	32 0 0
	Burnley	James Hodgson	Probation	3	20 0 0
	Chorlton	William J. Johnson	Competency	1	45 0 0
	"	Elizabeth A. Johnson	Probation	1	24 0 0
	Kirkdale Indust.	Thomas Brownson	Efficiency	1	80 0 0
	"	Francis Sparke	Efficiency	1	60 0 0
	"	Charles Spray	Efficiency	2	55 0 0
	"	Thomas Nowell	Competency	1	45 0 0
	"	Thomas Unwin	Competency	3	35 0 0
	"	Ann Casanave	Competency	1	40 0 0
	"	Sarah Hensman	Probation	1	24 0 0
	"	Mary Chandler	Probation	2	30 0 0
	Leigh	Thomas Hilton	Probation	1	28 0 0
	Liverpool	John Skelley	Probation	1	30 0 0
	"	Annie Hilton	Competency	2	32 0 0
	"	Euphemia L. Kennan	Probation	1	24 0 0
	Manchester	Elizabeth Sawyer	Competency	3	28 0 0
	"	Emily Foster	Competency	3	28 0 0
	Oldham	Matthew L. Trumble	Efficiency	2	50 0 0
	"	Mary Slater	Competency	2	32 0 0
	Ormskirk	Sarah E. Ibbs	Probation	1	23 12 0
	Prescot	John Lawrenson	Probation	2	25 0 0
	Preston	Alexander M'Alister	Efficiency	3	50 0 0
	"	Ann Jane Innerdale	Probation	2	20 0 0
	"	Anne Bulman	Probation	2	20 0 0
	Salford	Samuel Milward	Competency	1	45 0 0
	"	Anne Crayston	Probation	1	34 0 0
	Swinton Industrial	Edwin Simpson	Efficiency	1	60 0 0
	"	Michael Pope	Efficiency	2	55 0 0
	"	James Moorhouse	Probation	1	30 0 0
	"	John W. Robinson	Probation	2	25 0 0
	"	James M'Leod	Efficiency	1	35 0 0
	"	Grace E. M'Leod	Competency	2	32 0 0
	"	Sarah Wade	Efficiency	1	45 0 0
	"	Sarah Hallowell	Probation	2	20 0 0
	Ulverstone	Henry Newman	Efficiency	2	45 10 0
	"	Rebecca A. Rawlinson	Competency	3	27 15 0
	Warrington	Isaiah Dutch	Efficiency	3	47 10 0
	"	Hannah Bentley	Probation	1	23 12 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					<i>£ s. d.</i>
LANCASTER - cont.	West Derby	John Outts	Efficiency	2	55 0 0
	"	William Sherlock	Competency	1	45 0 0
	"	Isabella Corn	Competency	2	33 0 0
	"	Anne Cutts	Competency	1	36 0 0
	"	Georgiana Park	Probation	3	16 0 0
	Wigan	James Faulkner	Competency	2	40 0 0
LEICESTER	"	Elizabeth Green	Probation	1	22 0 0
	Ashby-de-la-Zouch	Rhoda Wood	Competency	3	23 0 0
	Barrow-on-Soar	William Shephard	Probation	2	22 17 0
	"	Harriet Dear	Permission	—	12 0 0
	Billesdon	Elizabeth Harris	Probation	2	18 11 0
	Blaby	Josephine A. Frie	Probation	2	19 3 0
	Hinckley	Sarah Ann Loomes	Probation	3	16 0 0
	Leicester	James Parrish	Efficiency	1	60 0 0
	"	Julia Green	Competency	3	23 0 0
	"	Mary Ann Compton	Probation	1	22 0 0
	"	Lucy Scott	Probation	2	20 0 0
	Loughborough	James Dean	Probation	3	20 0 0
	"	Bath Day	Probation	2	20 0 0
	Lutterworth	Emma Jones	Competency	1	29 0 0
	Market Bosworth	Sarah Kimbertin	Probation	1	24 0 0
	Market Harboro'	Eliza Harding	Competency	3	28 0 0
	Melton Mowbray	Samuel Rushton	Competency	2	33 8 0
	"	Catherine Rushton	Competency	1	33 13 0
LINCOLN	Boston	Henry Wood	Competency	3	36 0 0
	"	Margaret Gerrie	Efficiency	1	46 0 0
	Bourne	John Pollard	Probation	2	23 8 0
	"	Eliza M. Clark	None.	—	—
	Caistor	Francis Wilson	Probation	1	25 13 0
	"	Jane Wilson	Permission	—	12 0 0
	Gainsborough	Mary A. Lockett	Probation	1	23 4 0
	Glandford Briggs	Henry Andrews	Efficiency	3	50 0 0
	Grantham	John W. Everett	Probation	2	23 5 0
	"	Eliza Cox	Probation	1	26 8 0
	Holbeach	Charles Whittle	Competency	3	31 0 0
	"	Sarah Steele	Competency	2	25 5 0
	Horncastle	George Kemp	Competency	3	31 10 0
	"	Susan Kemp	Probation	2	20 0 0
	Lincoln	James Cooke	Competency	2	26 8 0
	"	Emily Hall	Probation	2	20 0 0
	Louth	George A. Shires	Competency	1	36 4 0
	"	Anne Shires	Probation	1	32 12 0
	Spalding	Thomas Arnold	Efficiency	3	41 10 0
MIDDLESEX -	Stenford	Mary A. Pattinson	Probation	1	23 0 0
	Spalding	Maria Melton	Probation	2	20 0 0
	Spilsby	Richard B. Walter	Competency	3	20 8 0
	"	Lucy Butcher	Probation	1	22 12 0
	Stamford	Charles F. Rollinson	Competency	3	31 0 0
	"	Harriet Southorpe	Permission	—	12 0 0
	Bethnal Green	Charles J. Hayes	Efficiency	2	55 0 0
	"	Caroline Hayes	Competency	1	36 0 0
	"	Sarah Hawkins	Competency	3	26 0 0
	Bloomsbury St.	Hartley Feather	Competency	2	40 0 0
	Giles and St.	Charlotte Siggers	Probation	1	21 16 0
	George's	Sarah Riley	Competency	3	25 0 0
	Brentford	George Humbley	Efficiency	3	50 0 0
	"	Frances Cripps	Competency	1	36 0 0
	Central London	William Ineson	Grant	—	140 0 0
	District School	Frederick Coalton	Efficiency	1	63 0 0
	"	Harry Gillman	Efficiency	2	50 0 0
	"	William Le Min	Efficiency	1	60 0 0
	"	Grace Le Min	Competency	2	33 0 0
	"	Emily Wrench	Efficiency	2	35 0 0
MIDDLESEX -	"	Sarah Hawkins	Competency	3	30 0 0
	Clerkenwell	George Bugg	Efficiency	1	54 0 0
	"	Sarah G. Jarmond	Competency	3	28 0 0
	Edmonton	Henry Parker	Competency	1	45 0 0
	"	Martha Parker	Probation	1	24 0 0
	Fulham	John J. Caine	Efficiency	2	55 0 0
	"	Emily Caine	Efficiency	3	40 0 0
	George, St., in the	George Sustins	Competency	3	35 0 0
	East	Robert Roberts	Probation	2	20 0 0
	"	Harriet C. Arnell	Competency	1	24 0 0
MIDDLESEX -	"	Mary Ann Penman	Probation	1	24 0 0
	"	Sophia Green	Probation	1	24 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					<i>£ s. d.</i>
MIDDLESEX- cont.	Hackney	Edward S. Parker	Competency	1	45 0 0
	"	Sarah Shambler	Probation	1	24 0 0
	Hendon	David Jeyson	Probation	1	23 8 0
	"	Elizabeth Jones	Probation	3	16 0 0
	Holborn	John Tregear	Competency	3	40 0 0
	"	Sarah E. Ibbes	Probation	1	24 0 0
	Islington	James Cornish	Competency	2	40 0 0
	"	Annie Croyden	Probation	3	20 0 0
	Luke's, St.	Henry Harrison	Competency	2	40 0 0
	"	Sarah Cayzer	Probation	1	24 0 0
	Paddington	Robert E. Dwelly	Competency	3	34 15 0
	"	Eliza J. King	Probation	1	23 16 0
	Shoreditch, St. Leonard's	Joshua Briggs	Competency	1	45 0 0
	"	Elizabeth Briggs	Competency	2	33 0 0
	"	Charlotte Frost	Probation	1	24 0 0
	Staines	Thomas Pallett	Probation	1	26 4 0
	"	Mary A. B. Collins	Competency	1	34 14 0
	Stepney	Alfred Moseley	Efficiency	1	60 0 0
	"	Elizabeth Moseley	Efficiency	3	40 0 0
	"	Eliza Malone	Probation	1	24 0 0
	Strand	Henry Fountain	Competency	1	45 0 0
	"	Mary B. Dukas	Competency	3	28 0 0
MONMOUTH-	Uxbridge	William Bird	Competency	1	35 10 0
	"	Sarah Bingham	Probation	2	20 0 0
	Whitechapel	John Parton	Competency	1	45 0 0
	"	George G. Burges	Competency	1	45 0 0
	"	Eliza Burges	Probation	1	35 0 0
	"	Amelia Deament	Probation	2	20 0 0
	Abergavenny	Elizabeth Bevan	Efficiency	3	38 10 0
	Bedwely	Emily Pike	Permission	—	12 0 0
	Chepstow	Mary Anne Taylor	Probation	1	24 0 0
	Monmouth	Mary Anne Rees	Probation	2	20 0 0
NORFOLK	Newport	Benjamin Griffiths	Permission	—	15 0 0
	"	Elizabeth Iles	Permission	—	12 0 0
	Pontypool	Sarah Williams	Probation	2	20 0 0
	Ayleham	William Abigail	Probation	3	20 0 0
	"	Charlotte Wright	None.	—	—
	Blodfield	William Bell	None.	—	—
	"	Susannah Bell	None.	—	—
	Depwade	Edward H. Jay	Competency	2	33 16 0
	"	Harriet Minter	Competency	3	27 15 0
	Docking	Samuel Thompson	None.	—	—
NORFOLK	"	Mary Marham	Permission	—	12 0 0
	Downham	Alfred Buck	Efficiency	2	47 12 0
	"	Elizabeth Buck	Probation	2	19 18 0
	Eppingham	John Gray	Efficiency	2	40 18 0
	"	Emily Ward	Competency	2	26 12 0
	Faith's, St.	Joseph Howlett	Efficiency	2	42 2 0
	"	Elizabeth Howlett	Probation	1	19 0 0
	Flegg, East & West	Louisa Atkinson	Probation	1	20 8 0
	Forhoe	William Norton	Probation	3	20 0 0
	"	Agnes Coleman	Probation	1	20 8 0
	Freebridge Lynn	Rhoda Gibson	Probation	1	20 16 0
	Guiltoress	William Seaman	Competency	1	36 4 0
	"	Kemah Horne	Probation	1	22 8 0
	Henstead	George Howlett	Competency	2	51 0 0
	"	Elizabeth Howlett	Permission	—	12 0 0
	King's Lynn	Royal Watson	Probation	1	25 0 0
	"	Anna M. Coleman	Probation	1	23 4 0
	Loddon and Clavering	William M. Atkinson	None.	—	—
	"	Mary A. Groome	Probation	1	20 8 0
	Mittford and Launditch	Robert Bradfield	Efficiency	1	70 0 0
NORFOLK	"	Charlotte Wigg	Competency	2	33 0 0
	"	Harriet Perfect	Competency	3	26 0 0
	Norwich: Boys Home	Jeremiah Lingwood	Competency	1	41 16 0
	" Girls "	Sarah Ann Atkins	Probation	2	20 0 0
	" "	Sarah Ann Randall	Probation	2	16 0 0
	Thetford	George Groom	Efficiency	2	45 19 0
	"	Harriet Ward	Permission	—	12 9 0
	Tunstead and Happing	Elizabeth Whiting	Probation	3	16 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
NORFOLK cont.	Walsingham	William Bradfield	Probation	2	25 0 0
	"	Sarah Ann Bradfield	Probation	2	19 2 0
	Wayland	Susannah Saxby	Probation	2	20 0 0
	Yarmouth, Great	Thomas Blythe	Competency	1	33 3 0
	"	Harriet E. Howlett	Competency	3	23 0 0
NORTHAMPTON.	Brackley	Thomas Hatton	Permission	—	15 0 0
	"	Eliza Boyett	Probation	3	16 0 0
	Brixworth	Eunna Mitton	Competency	3	27 10 0
	Daventry	George L. Linnell	Efficiency	3	48 10 0
	"	Celina Ward	Competency	1	25 12 0
	Hardingstone	Ann Littler	Probation	1	20 16 0
	"	Mary Ann Lilley	Probation	2	13 14 0
	Kettering	Sarah Pendrod	Efficiency	2	44 0 0
	Northampton	Charlotte Howard	Efficiency	2	41 0 0
	Oundle	Martha Russell	Probation	2	20 0 0
	Peterborough	John Greenwood	Probation	1	26 16 0
	"	Frances Greenwood	Probation	1	24 0 0
	Potterspury	William Sharpe	Probation	2	22 11 0
	"	Mary Pearcey	None.	—	—
NORTHUMB- ERLAND.	Thrapstone	Eleanor Ives	Competency	2	22 14 0
	Towcester	Harriet A. Stoker	Probation	2	19 3 0
	Wellingborough	Anne M. Pybus	Probation	1	21 8 0
	Alnwick	Teresa Collins	Probation	1	21 0 0
	Berwick-on-Tweed	William Nesbit	Competency	1	45 0 0
	"	Isabella Nesbit	Probation	1	23 16 0
	Glendale	George Parton	Probation	1	24 4 0
	Hexham	Joseph Coats	Probation	1	25 16 0
	"	Mary A. Seymour	Probation	1	22 8 0
	Newcastle-on-Tyne	Ralph Willoughby	Efficiency	3	50 0 0
	"	Sophia Oram	Competency	3	35 0 0
	Tynemouth	George Beavley	Probation	3	20 0 0
	"	Ann Linwood	Probation	2	20 0 0
NOTTINGHAM	Basford	Benjamin Hibbert	Competency	1	37 19 0
	"	Elvina Rushton	Competency	2	32 0 0
	Bingham	Sarah Upton	Competency	3	22 15 0
	Mansfield	Sarah A. Jackson	Probation	2	20 0 0
	Newark	Henry Chevin	Probation	1	23 12 0
	"	Mary Ann Corbet	Probation	2	19 9 0
	Nottingham	Thomas C. Cave	Probation	1	23 12 0
	"	Elizabeth P. Bloodworth	Probation	2	20 0 0
	Retford, East	Ann Dickerton	Probation	2	18 5 0
	Southwell	Robert S. Barnett	Probation	3	20 0 0
	"	F. A. Hootton	Permission	—	12 0 0
	Worksop	Louisa M. Booth	Competency	3	26 0 0
OXFORD	Banbury	Henry Pratt	Competency	3	33 15 0
	"	Amelia Ann Verey	Probation	1	23 16 0
	Bicester	William Brownjohn	Probation	1	23 12 0
	"	Mary H. Harris	Probation	1	22 0 0
	Chipping Norton	Lydia A. Williams	Probation	1	23 4 0
	Headington	Priscilla M. Gardner	Probation	1	23 16 0
	Henley	William Brownjohn	Competency	1	26 6 0
	"	Sarah Gulliver	Competency	1	33 12 0
	Oxford (City)	Edmund Kerby	Efficiency	1	60 0 0
	"	Charlotte A. Ellis	Efficiency	3	40 0 0
	"	Fanny Treadwell	Probation	2	20 0 0
	Thame	Chas. F. Hopkins	Probation	3	20 0 0
	"	Emma Munday	Probation	1	19 4 0
	Witney	Job Bowles	Probation	1	25 12 0
RUTLAND	Woodstock	Henry W. Greenwood	Probation	1	24 0 0
	"	Sarah Pratt	Probation	1	20 0 0
	Oakham	James H. Leach	Probation	1	23 4 0
	Uppingham	Emma Measures	Competency	2	26 14 0
SALOP.	Atcham	George Holdcraft	Competency	2	40 0 0
	Church Stretton	Sarah Atkinson	None.	—	—
	Chebury Mortimer	Sarah Jones	Probation	2	17 12 0
	Clin	Henry Trubshaw	Competency	2	20 8 0
	Ellesmere	Job Darlington	Probation	1	23 16 0
	"	Mary E. Pritchard	Probation	2	19 2 0
	Ladlow	Lavinia Moon	Efficiency	2	44 0 0
	Oswestry	Emma Weaver	Competency	1	22 8 0
	Shifnal	Anna M. Thomason	Probation	1	17 4 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
SALOP - cont.	Shrewsbury	Edward Jones	Probation	1	£ s. d. 24 4 0
	South-east Shropshire	Henry Garland	Efficiency	1	85 0 0
	"	Lewis Roach	Efficiency	2	55 0 0
	Whitchurch	Susannah Garland	Competency	3	28 0 0
SOMERSET		Elizabeth Adams	None.	—	—
	Axbridge	James Salisbury	Competency	1	40 8 0
	"	Elizabeth Salisbury	Competency	3	28 0 0
	Bath	William Winckworth	Efficiency	3	50 0 0
	"	Harriet S. Baker	Efficiency	3	40 0 0
	"	Lydia L. Dyer	Grant	—	30 0 0
	Bedminster	Robert Glyde	Competency	1	41 2 0
	"	Eliza A. Plumley	Probation	1	24 0 0
	Bridgewater	Henry Minchin	Probation	1	30 0 0
	"	Mary M. Dennis	Probation	2	20 0 0
	Chard	David Andreas	None.	—	—
	"	William B. Hopkins	Probation	1	24 16 0
	"	Mary Ann Nowlen	Competency	3	28 0 0
	Clutton	Thomas Baker	Efficiency	3	47 0 0
	"	Mary Ann Fry	Probation	1	22 16 0
	Dulverton	Anne Ford	Probation	1	18 8 0
	Frome	William M. Duke	Competency	2	87 12 0
	"	William R. Stoye	Competency	3	35 0 0
	"	Elizabeth Belben	Competency	2	32 0 0
	Krynsham	Richard Woolwright	Competency	2	40 0 0
	Langport	Charles Tucker	None.	—	—
	Shepton Mallett	George Torrance	None.	—	—
	"	Thomas Sinkins	Probation	1	23 12 0
	"	Sarah A. Cogle	Competency	1	30 10 0
	Taunton	Thomas Bailey	Efficiency	2	49 16 0
	"	Emma Bailey	Competency	1	35 8 0
	Wellington	William H. Passmore	Competency	1	34 16 0
	"	Elizabeth Miller	Probation	1	22 8 0
	Wells	Robert H. Morgan	Efficiency	1	60 0 0
	Williton	Joshua Adams	Probation	1	25 4 0
	"	Elizabeth A. Irish	Probation	1	23 4 0
	Wincanton	James Foord	Competency	3	31 10 0
	"	Anne Southgate	Probation	1	20 16 0
	Yeovil	William S. Cox	Competency	2	32 4 0
	"	Elizabeth P. Loader	Competency	1	36 0 0
SOUTHAMPTON.	Alresford	Eliza Hulbert	Probation	1	22 8 0
	Alverstoke	Sarah Jane Hendley	Probation	1	23 0 0
	Andover	Henry Hussey	Competency	2	35 4 0
	"	Harriett M. Chapman	Probation	1	23 0 0
	Basingstoke	Charles Leabourn	Competency	3	34 16 0
	"	Annie Whithorne	Competency	2	32 0 0
	Christchurch	Lucinda Gould	Efficiency	2	37 15 0
	Droxford	Joseph E. West	Competency	1	36 4 0
	Fareham	William Ashford	Probation	2	23 0 0
	"	Sarah Harding	Competency	2	36 4 0
	Farnham & Hartley Wintney	Edwin Wilson	Competency	1	45 0 0
	"	Elizabeth Knight	Probation	1	24 0 0
	Fordingbridge	Eliza Guard	Competency	2	26 6 0
	Kingsclere	Jane Lush	Probation	1	24 0 0
	Lymington	Henry Oliver	Efficiency	2	43 15 0
	"	Amelia Barly	Efficiency	2	39 8 0
	New Forest	William F. Savage	Competency	1	34 16 0
	"	Eliza L. Savage	Probation	1	30 8 0
	Portsea Island	William Reed	Efficiency	1	75 0 0
	"	Mary Dixon	Competency	1	36 0 0
	Ringwood	Harriet Pilbrow	Competency	3	30 4 0
	Romsey	Alfred Doswell	Probation	2	21 4 0
	"	Annie Halstead	Competency	3	23 0 0
	Southampton	Frederick Wilcox	Competency	2	37 12 0
	"	Ann Harland	Efficiency	1	48 0 0
	Stockbridge	Elizabeth Elton	Probation	3	19 0 0
	Stoneham, South	William R. Stoye	Competency	3	30 16 0
	"	Elizabeth A. Sims	Probation	2	19 18 0
	Whitchurch	Wellington Sutton	Probation	1	25 8 0
	Wight, Isle of	Albert Snow	Efficiency	1	75 0 0
	"	Elizabeth C. St. John	Competency	3	28 0 0
	"	Jane West	Probation	3	16 0 0
	"	Sarah Twinch	Grant	—	30 0 0
	Winchester	Thomas Harding	Competency	2	33 8 0
	"	Jane Vickery	Probation	1	28 4 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
STAFFORD	Burton-upon-Trent	William Freeman	Competency	3	£ 35 0 0
	"	Helen Edge	Probation	3	29 0 0
	Cheadle	Susan Goyen	Probation	2	19 15 0
	Leek	Elizabeth Smith	Competency	3	23 0 0
	Lichfield	Mary Roberts	Probation	2	20 0 0
	Newcastle-under-Lyne	Edward Ellison	Competency	3	32 0 0
	"	Mary Lodge	Permission	—	12 0 0
	Penkridge	Anne Southern	Probation	2	20 0 0
	Stafford	John Cochrane	Competency	1	36 4 0
	"	Mary Wilshaw	Probation	1	22 12 0
	Stoke-upon-Trent	William Jackson	Efficiency	3	50 0 0
	"	Mary Archdeacon	Competency	3	25 0 0
	Stone	Alexander Keeling	Permission	—	15 0 0
	"	Fanny E. Petchell	Probation	3	16 0 0
	Tamworth	Jane Wright	Probation	2	18 11 0
	Uttoxeter	Mary Ann Charles	Probation	1	20 12 0
	Walsall	Elizabeth M. Brown	Probation	1	22 12 0
	Wolstanton and Burslem	John P. Hancock	Probation	1	25 8 0
	"	Elizabeth Lockett	Permission	—	12 0 0
	Wolverhampton	William J. Dutton	Efficiency	2	53 0 0
	"	Maria E. Worrall	Probation	2	20 0 0
	"	Emily Dean	Probation	3	16 0 0
SUFFOLK	Blything	Thomas L. Gilligan	Competency	1	33 0 0
	"	Elizabeth Baker	Competency	3	27 10 0
	Bosmere and Claydon	Charles Offord	Competency	3	30 0 0
	"	Eliza Broome	Probation	1	21 16 0
	Bury St. Edmund's	Thomas F. Trevethan	Probation	1	26 4 0
	"	Jane Frost	Probation	2	20 0 0
	Osoford	Robert Johnson	None.	—	—
	"	Isabella Bowman	None.	—	—
	Hartismere	Archibald Dunlop	Competency	1	33 15 0
	"	Eleanor Linstead	Probation	1	20 16 0
	"	Frances Wayman	Permission	—	12 0 0
	Hoxne	William Seagon	Probation	1	25 8 0
	"	Hannah Knevett	Probation	1	20 4 0
	Ipewich	John Smith	Efficiency	2	43 0 0
	"	Susannah Scotchmer	Efficiency	2	42 2 0
	Mildenhall	Job Jeyes	Probation	1	22 0 0
	Mutford and Loutham	Louisa B. Norman	Probation	1	22 16 0
	Plomesgate	John Spary	Probation	1	24 8 0
	"	Bertha Dallinger	Probation	2	20 0 0
	Risbridge	James Houlder	Competency	3	31 10 0
	"	Sarah Payne	Permission	—	12 0 0
	Samford	Henry Crampin	Probation	3	22 14 0
	"	Sarah Capen	None.	—	—
	Stow	Edward Abiltt	Efficiency	2	45 10 0
	"	Edgar Palmer	Permission	—	15 0 0
	"	Eliza Gardner	Competency	2	25 14 0
	Sudbury	Jesse H. Austin	Probation	2	24 12 0
	"	Mary Murphy	Competency	3	26 10 0
	Thingoe	Charles Debenham	Competency	2	30 10 0
	"	Amelia Barham	Probation	2	20 0 0
	Wangford	Elizabeth Foreman	Probation	1	24 0 0
	Woodbridge	Thomas Hastings	Competency	3	31 0 0
	"	Ellen M. Bellamy	Competency	2	27 10 0
SURREY	Chertsey	Benjamin Newton	Efficiency	1	60 0 0
	"	Harriet Clare	None.	—	—
	Dorking	Elizabeth Pewsey	Probation	1	24 0 0
	Epsom	George Faulkner	Probation	1	24 0 0
	"	Mary A. Horsman	Probation	1	22 12 0
	George, St., the Martyr's	Henry R. Coe	Competency	1	45 0 0
	"	Mary A. Issanchon	Probation	2	20 0 0
	Godstone	William Taylor	Competency	1	31 6 0
	Guildford	George Clarke	Competency	1	33 7 0
	"	Mary A. Ames	Probation	1	24 0 0
	Hambleton	Thomas Walker	Probation	3	20 0 0
	"	Harriet Walker	None.	—	—
	Lambeth	John Hammond	Competency	1	45 0 0
	"	Thomas Moody	Probation	1	26 0 0
	"	Mary A. Hammond	Competency	1	26 0 0
	"	Ann Lloyd	Probation	2	20 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
					£ s. d.
SURREY <i>cont.</i>	North Surrey	Thomas Hales	Efficiency	1	100 0 0
	" "	Walter S. Moody	Competency	3	50 0 0
	" "	Mary Ann Legg	Probation	1	35 0 0
	" "	Amelia Muskett	Efficiency	2	45 0 0
	" "	Catherine Rieley	Competency	2	35 0 0
	" "	Elizabeth Benson	Probation	1	30 0 0
	Olaves, St.	Martin Hilton	Probation	2	25 0 0
	" "	Harriet Rushmer	Probation	1	24 0 0
	Reigate	John Goffage	Efficiency	3	47 0 0
	" "	John Parker	Probation	2	24 19 0
	" "	Lucy A. Goffage	Competency	2	29 18 0
	" "	Annie Elphick	Probation	1	20 4 0
	South Metropolitan District	Isaac Todhunter	Efficiency	1	90 0 0
	" "	William Dennett	Efficiency	1	65 0 0
	" "	John Temperley	Efficiency	1	75 0 0
	" "	Lydia Temperley	Competency	1	40 0 0
	" "	Elizabeth James	Efficiency	1	40 0 0
	" "	Elizabeth Ball	Efficiency	2	35 0 0
SUSSEX	Battle	Baldwin J. Downs	Probation	2	23 9 0
	" "	Elizabeth Vidler	Probation	1	20 12 0
	Brighton	John Chalklin	Efficiency	3	50 0 0
	" "	Elizabeth Chalklin	Competency	3	28 0 0
	" "	Emma A. Wills	Probation	1	21 12 0
	Chalvey	Frederick J. Jones	Probation	1	23 8 0
	" "	Mary Ann Jones	Competency	3	23 15 0
	Chichester	Edmund Luck	Competency	3	29 5 0
	Cuckfield	Edward Horan	Competency	3	32 10 0
	" "	Margaret Willett	Probation	1	21 8 0
	Eastbourne	William Lansdell	Probation	2	24 13 0
	" "	Mary H. Barnes	Probation	1	21 12 0
	Grinstead, East	Benjamin Groves	Probation	1	26 13 0
	" "	Jane Stibbard	Probation	2	19 9 0
	Hailsham	Henry Cheale	Probation	2	24 1 0
	" "	Sarah Ankett	Probation	1	21 12 0
	Hastings	William H. Eastlake	Competency	2	31 6 0
	" "	Richard E. Varty	Competency	2	31 6 0
	" "	Barbara French	Competency	2	28 2 0
	Horsham	William Williams	Probation	1	25 4 0
	" "	Susannah Harden	Probation	1	20 0 0
	Lewes	William Unwin	Probation	1	22 8 0
	" "	Sarah Unwin	Probation	3	16 0 0
	Midhurst	James Cox	Probation	1	22 16 0
	" "	Susanna L. Green	Competency	2	28 2 0
	Newhaven	Jane Weller	Probation	1	17 12 0
	Eye	Thomas Moran	Competency	3	32 5 0
	" "	Lydia Braadon	Probation	2	18 2 0
	Steyning	Richard Percy	Competency	2	30 8 0
	" "	Emma Scaborrie	Probation	2	19 15 0
	Thalkeham	Charles Smith	Probation	3	20 0 0
	" "	Tabitha Smith	Permission	—	12 0 0
	Ticehurst	William Simmons	Competency	3	29 10 0
	" "	Mary Simmons	Competency	2	28 14 0
	Uckfield	George White	Competency	1	36 11 0
	" "	Mary White	Probation	1	19 8 0
	Westbourne	Ellen Small	Competency	3	25 10 0
	West Firle	Elizabeth M. Hart	Probation	1	19 0 0
	Westhampnett	Frederick W. Tee	Competency	1	35 10 0
	" "	Eliza Hopkins	Competency	2	30 4 0
WARWICK	Aston	Emma S. Ludlow	Probation	1	22 4 0
	Atherstone	Joseph Coles	Probation	1	24 8 0
	Birmingham	George Rossiter	Efficiency	1	60 0 0
	" "	Charlotte Barber	Competency	1	36 0 0
	" "	Charlotte Rossiter	Competency	2	32 0 0
	" "	Eliza M'Ghee	Probation	2	20 0 0
	Coventry	William Crowe	Efficiency	3	42 0 0
	" "	Mary Pease	Probation	1	20 4 0
	Meriden	Sarah Hammon	Competency	2	23 12 0
	Nuneaton	Martha Clarke	Probation	2	18 5 0
	Rugby	Anne Rowley	Probation	2	19 9 0
	Souham	Elizabeth Griffin	Competency	3	28 0 0
	Stratford-on-Avon	Emma Callaway	Probation	3	16 0 0
	Warwick	John Hornsby	Competency	3	35 0 0
	" "	Alice Walter	Probation	1	24 0 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
WESTMORE- LAND.	East Ward	Mary R. Hill	Probation	2	£ 20 0 0
	Kendal	Charles Cowell	Efficiency	3	20 0 0
		Eleanor Wilson	Competency	1	31 18 0
	West Ward	Margaret Little	Probation	2	20 0 0
WILTS	Aldbury	Emily Child	Competency	2	30 16 0
	Amesbury	George Stevens	Probation	1	28 0 0
	Bradford	Ann M. Bucknall	Competency	2	32 0 0
	Calne	Charles Allison	Competency	1	37 12 0
	Chippenham	William Tubb	Efficiency	1	40 4 0
		Mary Buckingham	Competency	2	30 4 0
	Cricklade and Wootton Bassett	Henry Blanchet	Probation	2	25 0 0
	Devizes	George Godwin	Probation	1	30 0 0
	Highworth and Swindon	Charles Carter	Competency	1	41 16 0
		Catherine Castle	Competency	3	28 0 0
	Malmesbury	Abel Richmond	Probation	1	25 12 0
		Ether Warren	None.	—	—
	Marlborough	Jane Harricks	Probation	3	16 0 0
	Melksham	George P. Noddle	Efficiency	2	53 0 0
	Mere	John J. Humby	Probation	2	24 1 0
	Pewsey	Sarah Fidler	Probation	2	20 0 0
	Salisbury (Incor- poration)	Joseph Wise	None.	—	—
		Sophia Woolnough	Competency	3	28 10 0
	Tisbury	Isabella Laurie	Competency	3	28 0 0
	Warminster	Mary A. Wills	Probation	2	20 0 0
	Westbury and Whorwelsdown	William Rawlings	Probation	2	24 4 0
		Emily Sinkins	Probation	1	20 12 0
WORCESTER	Bromsgrove	Elizabeth Cheese	Probation	2	18 14 0
	Droitwich	Elizabeth Dance	Probation	1	24 0 0
	Kidderminster	Hannah Pitt	Permission	—	12 0 0
		Edward Ground	Competency	1	33 1 0
	King's Norton	Ellen Read	Competency	2	28 0 0
	Martley	Sarah Hiam	None.	—	—
	Shipston-on-Stour	Sophia M. Day	Probation	1	24 0 0
	Stourbridge	George Preston	Efficiency	3	42 0 0
		M. A. Bloomer	None.	—	—
	Upton-on-Severn	Caroline Bathurst	None.	—	—
Worcester		Thomas Brown	Competency	1	36 18 0
		Mary Ann Rogers	Competency	2	32 0 0
YORK	Barnaley	Isaac Singleton	Probation	1	23 16 0
	"	Annie Bevitt	Probation	3	16 0 0
	Bradford	Josiah E. Long	Probation	2	25 0 0
	"	Mary Perkin	Competency	1	26 0 0
	Dewsbury	John T. Shipley	Competency	1	33 6 0
	"	Sarah Shipley	Probation	3	16 0 0
	Doncaster	Emerson Peart	Competency	1	34 18 0
	"	Elizabeth Adams	Probation	2	19 18 0
	Driffield	William Canning	Competency	3	23 10 0
	"	Elizabeth Smith	Permission	—	12 0 0
	Easingwold	Jane French	Probation	2	19 0 0
	Ecclesall Bierlow	George Roberts	Competency	2	35 4 0
	"	Ann Roberts	Probation	2	20 0 0
	Goole	Eleanor M. Vasee	Probation	1	21 4 0
	Halifax	Joseph Hoyle	Competency	3	31 15 0
	"	Mary Beams	Probation	1	22 4 0
	Hull	George W. Farrow	Competency	1	45 0 0
	"	Alice Newton	Permission	—	12 0 0
	Kirkby Moorside	Mary Bailey	None.	—	—
	Leeds	Walter F. Crook	Efficiency	1	60 0 0
	"	Edmund Yeadon	Probation	2	25 0 0
	"	Maria Hawkesworth	Efficiency	3	40 0 0
	"	Mary O'Hara	None.	—	—
	Malton	Rachel Hardisty	Probation	1	23 0 0
	Pattingham	Margaret Catling	Competency	2	23 8 0
	Pickering	William Patterick	Probation	2	22 2 0
	Pocklington	Monkman Bielby	Probation	1	23 12 0
	Richmond	Maria Heath	Probation	3	16 0 0
	Ripon	Jane Bowman	Competency	1	25 19 0
	Rotherham	George Paul	Probation	2	23 2 0
	Saddleworth	Sarah Radcliffe	Probation	3	16 0 0
	Sculcoates	Thomas Harrison	Competency	1	45 0 0
	"	Emma Harrison	Probation	2	20 0 0
	Settle	Luke Ralph	Probation	2	28 17 0
	"	Mary Anne Palmer	Probation	2	17 7 0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary.
YORK cont.	Sheffield	George Heeley	Competency	3	£ 25 0 0
	"	Emily Thorpe	Probation	2	20 0 0
	Skirlaugh	Mary Timm	Probation	1	20 12 0
	Thirak	Helen C. Wragg	Probation	2	19 6 0
	Thorne	Elizabeth Adams	Probation	1	21 8 0
	Wakefield	Robert Graham	Competency	1	33 1 0
	"	Anne Graham	Probation	1	20 8 0
	Whitby	Ellen E. Bird	Competency	2	25 14 0
	Wortley	Annie T. Ellison	Competency	1	25 19 0
	York	William Brown	Competency	3	32 10 0
	"	Mary Bellis	Probation	2	19 9 0

WALES.

BRECON	Brecknock	Rees Morgan	Efficiency	2	55 0 0
	Crickhowell	Elizabeth Prosser	Permission	—	12 0 0
CAERMAR- THEN.	Caermarthen	Hannah Michael	Competency	3	24 0 0
	Llandilo Fawr	Jane Owen	None.	—	—
	Llanelly	Mary Anne Smith	Probation	1	20 4 0
CARMARVON	Bangor	Meshech Thomas	Probation	1	26 0 0
	Carmarvon	William Owen	Probation	2	23 3 0
DENBIGH	Llanrwst	Jane Davis	Permission	—	12 0 0
	Ruthin	John H. Evans	Probation	1	22 8 0
	Wrexham	Charles Parrish	None.	—	—
	"	Alice Gray	Probation	3	16 0 0
FLINT	Asaph, St.	James Francis	Efficiency	3	45 10 0
	"	Juliet J. Gaines	Permission	—	12 0 0
	Hawarden	Emily Thorpe	Probation	2	13 11 0
	Holywell	Edward Roberts	Efficiency	1	60 0 0
	"	Mary E. Lewis	Efficiency	3	40 0 0
GLAMORGAN	Bridgend	Jane Dunne	Permission	—	12 0 0
	Cardiff	John S. Wilde	Efficiency	3	50 0 0
	"	Mary F. Dixon	Competency	2	29 12 0
	Merthyr Tydfil	Henry Carlon	Competency	2	32 10 0
	"	Sarah Hoult	Probation	2	20 0 0
	Swansea	William Collier	Competency	1	34 16 0
MONTGO- MERY.	Llanfyllin	David Rowlands	Competency	3	35 0 0
	Newtown & Llanidloes	Charles Bedford	Competency	2	35 10 0
	Montgomery	Margaret Morgan	Permission	—	12 0 0
	Florden	Martha Price	Probation	1	22 12 0
PEMBROKE	Haverfordwest	Enoch Thomas	Competency	1	38 4 0
	"	Elizabeth Lewis	Probation	1	22 4 0
	Narberth	Maria Thomas	Probation	2	20 0 0
	Pembroke	William Jones	Permission	—	15 0 0
	"	Mary Twigg	Probation	1	20 4 0
RADNOR	Knighton	Mary Matthews	Competency	3	28 0 0

SUMMARY OF FOREGOING CALENDAR.

Certificate.	Class.	Number of Schoolmasters.	Number of Schoolmistresses.
Efficiency - -	1st	23	7
	2nd	24	10
	3rd	25	10
Competency - -	1st	68	44
	2nd	42	53
	3rd	47	53
Probation - - -	1st	77	137
	2nd	39	106
	3rd	11	34
Permission - - -	- - -	7	27
Special - - - -	-	1	3
Total - - - -	-	309	493
Certificates refused		13	21

LIST OF INDUSTRIAL INSTRUCTORS IN PAROCHIAL
UNION SCHOOLS.

ENGLAND.

County.	School.	Industrial Instructor.	Industry taught.	Salary.
				£ s. d.
BEDFORD	Bedford	George Merryweather	Shoemaking	0 11 7½ per week.
	"	Joseph Edwards	Tailoring	0 13 6 "
BERKS	Abingdon	William Stay	Baking	26 0 0 per ann.
	"	George Byatt	Gardening	20 0 0 "
	"	Harriet Byatt	Laundry work	10 0 0 "
	Bradfield	James Strango	Gardening	20 0 0 "
	"	James Milson	Shoemaking	0 11 3 per week.
	"	Henry Moddell	Tailoring	0 11 3 "
	Cookham	Charles Burrows	Shoemaking	10 0 0 per ann.
	Faringdon	Joseph Warman	Gardening	0 11 3 per week.
	Hungerford	John Buckeridge	Shoemaking	26 0 0 per ann.
	"	James Lovegrove	Agriculture	30 0 0 "
	Reading & Wokingham District	James Cheeseman	Agriculture	60 0 0 "
		Joseph Mills	Tailoring	18 0 0 "
		George Fulbrooke	Gardening	18 0 0 "
		Henry Smith	Shoemaking	18 0 0 "
	"	Elizabeth Cheeseman	Matron	40 0 0 "
	"	Mary Higge	Laundry work	12 0 0 "
	"	Sophia Smith	Cooking	14 0 0 "
	Windsor	Anne Davis	House work	0 6 9 per week.
BUCKINGHAM.	Wycombe	William H. Mayne	Gardening, &c.	70 0 0 per ann.
	"	Sophia Mayne	House work	30 0 0 "
	"	Mary Ann Dawe	Laundry work	15 0 0 "
CAMBRIDGE	Ely	Mary Stearn	House work	12 0 0 "
CHESTER	Stockport	William Rathbone	Shoemaking	0 9 0 per week.
	"	John Woolacott	Carpenter	0 18 9 "
	"	William Oakes	Tailoring	0 13 0 "
	"	Martha Swindlehurst	House work	0 2 6 "
CORNWALL	Bodmin	Elizabeth Lawry	Sewing, &c.	12 0 0 per ann.
	Liskeard	Thomas Welsh	Shoemaking	5 0 0 "
CUMBERLAND	Carlisle	George Wilkinson	Field work	10 0 0 "
DERBY	Belper	George Cotton	Shoemaking	0 7 6 per week.
	"	Robert Gregory	Tailoring	0 7 6 "
	Chesterfield	Margaret Goodall	Sewing, &c.	9 0 0 per ann.
DEVON	Barnstaple	James Crang	Gardening	0 8 0 per week.
	Exeter, St. Thomas	John Lewis	Field work	16 0 0 per ann.
	Molton, South	William Bater	Gardening	30 0 0 "
	Newton Abbott	Joseph Hill	Gardening	40 0 0 "
DORSET	Beaminster	Sarah Baker	House work	16 0 0 "
DURHAM	Sunderland	John Robertson	Gardening	0 15 0 per week.
GLOUCESTER	Bristol Incorporation	Joseph Webb	Drill master	25 0 0 per ann.
	"	James Smith	Shoemaking	0 15 0 per week.
	"	Charles Winstone	Gardening	0 15 0 "
	"	Ursula Beachy	House work	10 0 0 per ann.
	Clifton	John Moon	Tailoring	0 15 0 per week.
	"	Joseph Woodington	Shoemaking	0 15 0 "
	"	Charles Wild	Gardening	26 0 0 per ann.
	Northleach	Jane Hine	House work	5 0 0 "
HEREFORD	Hereford	Thomas Bull	Agriculture	Nil.
LANCASTER	Chorlton	Thomas Burdekin	Gardening	20 0 0 per ann.
	"	Jane Williams	Sewing, &c.	15 0 0 "
	"	John Hughes	Tailoring	0 10 6 per week.
	"	Thomas Dunn	Shoemaking	0 10 6 "

County.	School.	Industrial Instructor.	Industry taught.	Salary.
LANCASTER- cont.	Kirkdale	James H. Robinson	Tailoring	£ s. d. 0 13 6 per week.
	"	Joseph Kenyon	Shoemaking	0 12 0 "
	"	Edward Moss	Gardening	0 15 0 "
	"	William Radcliff	Baking	0 12 6 "
	"	William Ball	Seamanship	0 12 6 "
	"	William H. Longden	Music Master	0 10 6 "
	"	Thomas Williams	Clogging	0 12 6 "
	"	Daniel White	Carpentering	Nil.
	"	Margaret Kennedy	Sewing	15 0 0 per ann.
	"	Elizabeth Connor	Laundry work	7 10 0 "
	Prescot	Sarah Wignell	Sewing, &c.	8 0 0 "
	Swinton	James Wild	Agriculture	46 0 0 "
	"	William Hague	Tailoring	0 12 0 per week.
	"	William Pearce	Shoemaking	0 12 0 "
	"	William Wade	Agriculture	60 0 0 per ann.
	"	Henry Conelly	Bandmaster	26 0 0 "
	"	Mary Wade	Sewing, &c.	20 0 0 "
	"	Helen Hay	Sewing, &c.	15 0 0 "
	"	Margaret Stobbart	Laundry work	12 10 0 "
	West Derby	John Taylor	Tailoring	0 18 6 per week.
LEICESTER	Leicester	James Dorman	Baking	0 12 0 "
	"	Isaac Mallock	Shoemaking	0 18 6 "
	"	Mary Russell	Sewing, &c.	16 0 0 per ann.
LINCOLN	Leicester	Robert Hallam	Shoemaking	25 0 0 "
	"	Simeon Voes	Tailoring	25 0 0 "
	"	Eliza Deacon	Laundry work	15 0 0 "
LINCOLN	Boston	Samuel Clay	Gardening	10 0 0 "
MIDDLESEX	Bethnal Green	Henry Goold	Shoemaking	0 15 0 per week.
	Central London District	Thomas J. Morris	Shoemaking	31 4 0 per ann.
	"	Richard Eaves	Tailoring	31 4 0 "
	"	James Threlfull	Gardening	39 0 0 "
	"	Charles Pigeon	Baking	36 8 0 "
	"	Charles Dixon	Engineering	42 12 0 "
	"	Frederick Hind	Smithery	52 13 0 "
	"	George Hobbs	Carpentering	52 13 0 "
	"	George Dee	Painting	52 13 0 "
	"	Mary E. Youd	Sewing	15 12 0 "
	"	Ellen Rendall	Sewing	15 12 0 "
	"	Catharine Sullivan	Laundry work	15 12 0 "
	"	Jane J. Trew	Cooking	22 0 0 "
	Fulham	John Carter	Shoemaking	0 10 6 per week.
	"	Thomas Wilkinson	Tailoring	0 10 6 "
	George, St. in the East	Francis Price	Agriculture	70 0 0 per ann.
	"	Nicholas Sage	Tailoring	25 0 0 "
	"	George Johnson	Shoemaking	25 0 0 "
	"	Ann M'Carthy	Sewing	12 12 0 "
	Shoreditch, St. Leonards	William Saunders	Tailoring	0 15 0 per week.
	"	John Sagrott	Shoemaking	0 15 0 "
	"	Henry Searle	Gardening	25 0 0 per ann.
	"	Amelia Brocklehurst	Sewing, &c.	15 0 0 "
	Stepney	Peter Powell	Tailoring	0 10 0 per week.
	"	Maryanne Taylor	Needlework	20 0 0 per ann.
	Strand	John Poulton	Tailoring	Nil.
	"	James Ellis	Shoemaking	16 0 0 "
	Whitechapel	John Gordon	Shoemaking	26 0 0 "
	"	James Locke	Tailoring	39 0 0 "
	"	David Withers	Gardening	25 0 0 "
	"	William Davies	Carpentry	1 5 0 per week.
	"	James Hill	Engineering	1 7 0 "
	"	Ann Skilbeck	Sewing, &c.	18 0 0 per ann.
	"	Julia Carter	Laundry work	13 0 0 "
MONMOUTH	Monmouth	Stephen Hiscocks	Gardening	10 0 0 "
NORFOLK	Norwich (Boys)	Mary Ann Lingwood	Matron	10 0 0 "
	" (Girls)	Rebecca Balea	Matron	20 0 0 "
NORTHUM- BERLAND	Newcastle-on-Tyne	John Watson	Gardening	0 15 0 per week.
NOTTINGHAM	Nottingham	Joseph Read	Baking	Nil.
	"	Edward Newton	Tailoring	0 11 3 "
	"	William Snowdon	Shoemaking	0 11 3 "

County.	School.	Industrial Instructor.	Industry taught.	Salary.
				£ s. d.
OXFORD	Banbury	James Morbey	Tailoring	£ 10 1½ per week.
	"	Samuel Hughes	Shoemaking	0 10 1½ "
	Hedington	William Green	Gardening	15 0 0 per ann.
	Henley	Thomas Vernon	Gardening	25 0 0 "
	"	Richard S. Burgess	Shoemaking	0 9 0 per week.
	Oxford (City)	George Thompson	Superintendent	70 0 0 per ann.
	"	John Steele	Gardening	35 0 0 "
	"	Charles Martin	Tailoring	0 12 0 per week.
	"	Anne M. Thompson	Matron	30 0 0 per ann.
	"	Martha Steele	Laundry work	20 0 0 "
	"	Emma Barnes	Cooking	12 12 0 "
	Witney	William Bull	Shoemaking	0 8 0 per week.
SALOP	"	Edward Harries	Tailoring	26 0 0 per ann.
	Atcham	Eliza Briggs	Cooking, &c.	12 0 0 "
	Ludlow	Edward Taylor	Shoemaking	10 0 0 "
	"	Harriet Williams	House work	10 0 0 "
	Shrewsbury	Ann Jones	House work	5 5 0 "
	South-east	Anna Probert	House work	14 0 0 "
	Salop Dist.			
	Wellington	John O'Leary	Agriculture	12 0 0 "
	Axbridge	Charles Hemans	Gardening	30 0 0 "
	Bath	Henry Greenalade	Tailoring	0 17 3 per week.
	"	William Warner	Tailoring	40 19 0 per ann.
	"	Charles Hyatt	Shoemaking	40 19 0 "
SOMERSET	"	Samuel Parker	Gardening	0 9 0 per week.
	"	John Price	Carpentering	0 12 0 "
	"	Sarah F. Eaton	House work	NIL "
	Bedminster	Robert Coveney	Shoemaking	25 0 0 per ann.
	"	John Pointing	Tailoring	25 0 0 "
	"	Sarah Lambourne	Laundry work	0 5 3 per week.
	Frome	Daniel Richards	Shoemaking	26 0 0 per ann.
	"	Henry Hebbly	Shoemaking	26 0 0 "
	"	John Kitley	Tailoring	26 0 0 "
	Keynsham	Mary Ann Sully	Sewing	14 0 0 "
	Langport	Melina Scott	Sewing, &c.	10 0 0 "
	Wells	Anna Morgan	Sewing	20 0 0 "
SOUTHAMPTON.	Yeovil	Sophia Sturgess	House work	15 0 0 "
	Alverstoke	John Ash	Shoemaking	10 0 0 "
	Droxford	Leonora Holland	House work	20 0 0 "
	Farnham and Hartley Wintney District	George Croucher	Superintendent	50 0 0 "
		John Rich	Field work	17 0 0 "
	"	Sarah Croucher	Matron	30 0 0 "
	"	Sarah Hinchcliffe	House work	14 0 0 "
	"	Maria Henning	Laundry work	0 6 0 per week.
	Kingsclere	Mary Selley	Laundry work	20 0 0 per ann.
	Portsea Island	Mary Sumner	Laundry work	20 0 0 "
	Southampton	George Elderton	Shoemaking	0 15 0 per week.
	"	Sarah Mason	House work	26 0 0 per ann.
STAFFORD	South Stoneham	John Biggs	Shoemaking	10 0 0 "
	"	Charles W. Hampton	Tailoring	10 0 0 "
	Wight, Isle of	William Elliott	Shoemaking	25 0 0 "
	"	Frederick Cotton	Tailoring	26 0 0 "
	Stoke-upon-Trent	Hannah Moreton	Laundry work	15 0 0 "
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SUFFOLK	Hartismere	William Aldred	Shoemaking	20 0 0 "
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SURREY	George, St., the Martyr	James Rogers	Gardening	40 19 0 "
	"	James S. Spratty	Shoemaking	46 16 0 "
	"	Augustus S. Darvil	Tailoring	46 16 0 "
	"	Richard Porteous	Bandmaster	37 10 0 "
	"	William Wyatt	Engineering	NIL "
	"	Olivia Cole	Laundry work	14 0 0 "
	Lambeth	William Greenbrook	Tailoring	15 0 0 "
	"	Alexander Page	Shoemaking	15 0 0 "
	"	Frances E. Finley	Sewing, &c.	16 0 0 "
	North Surrey District.	George Arnold	Tailoring	0 18 9 per week.
	"	William Stewart	Engineering	1 4 9 "
	"	Thomas Haines	Shoemaking	0 18 9 "
SURREY	"	George Haddock	Carpentering	1 2 6 "
	"	William Stevens	Baking	0 18 9 "
	"	Henry Hockley	Painting, &c.	0 18 3 "
	"	Charles E. Bracebridge	Farm work	1 4 0 "
	"	Louisa Bracebridge	Dairy work	
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County.	School.	Industrial Instructor.	Industry taught.	Salary.
SURREY <i>cont.</i>	North Surrey } District	Emma Banks -	Sewing -	20 0 0 per ann.
	South Metro- politan District }	Catherine Halliday -	Sewing -	8 0 0 "
		George Ross -	Carpentry -	1 2 6 per week.
	" " -	George H. Spicer -	Painting, &c. -	0 18 0 "
	" " -	John Tully -	Shoemaker -	0 18 9 "
	" " -	William Lycett -	Tailoring -	0 18 9 "
	" " -	Alexander Stoel -	Gardening -	1 2 6 "
	" " -	Patrick Halpin -	Engineering -	1 1 0 "
	" " -	Hannah M. Rowe -	Sewing -	20 0 0 per ann.
	" " -	Elizabeth Hennecsey -	Sewing -	15 0 0 "
	" " -	Sarah Brockwell -	Laundry work -	16 0 0 "
WARWICK	Birmingham -	William Breeze -	Tailoring -	40 19 0 "
	" -	William Whittaker -	Shoemaking -	40 19 0 "
	" -	Sarah Felkins -	Laundry work -	11 5 0 "
WILTS.	Amesbury -	Mary Probert -	Laundry work -	12 0 0 "
	Bradford -	John Drew -	Gardening -	20 0 0 "
	" -	Elizabeth Alexander -	Laundry work -	0 2 6 per week.
	Calne -	Nathaniel Orchard -	Tailoring -	5 0 0 per ann.
	" -	John Perkins -	Shoemaking -	5 0 0 "
	" -	Anne Fry -	Sewing, &c. -	20 0 0 "
	Chippenham -	James Joyce -	Gardening -	0 18 0 per week.
	" -	Mary Hull -	House work -	35 0 0 per ann.
	Cricklade and } Wootton Bassett }	Elizabeth Baker -	Sewing, &c. -	10 0 0 "
	Devizes -	James Howell -	Tailoring -	10 0 0 "
	" -	William Blade -	Shoemaking -	10 0 0 "
	" -	Adelaide North -	Domestic work -	20 0 0 "
	Highworth and } Swindon }	William Argyle -	Gardening -	23 0 0 "
	Melksham -	Mary Argyle -	House work -	15 0 0 "
		Maria Fricker -	Sewing, &c. -	20 0 0 "
	Salisbury -	Louisa Wheeler -	Sewing, &c. -	20 0 0 "
YORK	Leeds -	Robert Manners -	Shoemaking -	0 13 0 per week.
	" -	Peter Childerson -	Tailoring -	0 15 0 "
	" -	Stephen Ansell -	Gardening -	0 15 0 "
	" -	Eliza Campbell -	Sewing, &c. -	15 0 0 per ann.

WALES.

BRECON	Brecknock	Sarah Morgan	Housework	12 0 0 per ann.
DENBIGH	Ruthin	Maria Roberts	Housework	12 0 0 "
GLAMORGAN	Cardiff	Morgan Lewis	Agriculture	20 0 0 "
MONT- GOMERY.	Llanfyllin	Sarah Jones	Housework	10 0 0 "

INSPECTORS' REPORTS.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, E. CARLETON TUFNELL, Esq., on the SCHOOLS OF PAROCHIAL UNIONS, and also on the REFUGES AND REFORMATORIES, inspected by him in the METROPOLITAN DISTRICT.

MY LORDS,

March 1858.

THE characteristic distinction of the Metropolitan District, as respects its pauper juvenile population, is the large proportion of the children that are included in district schools, or what are equivalent to such. The chief aim of those who have paid the greatest attention to the improvement of this class of children has been to place them in establishments, entirely separated from adult paupers. This object has now been attained successfully in more than two-thirds of London, and all the destitute children from this large population can now be placed in schools, where every appliance is provided for turning them into honest and industrious members of society.

The large building of the South Metropolitan District School was one-third consumed by fire at the date of my last Report. It has been since thoroughly repaired, and is now in a more efficient state than ever, supplying accommodation to 1,000 children. The Central London District School, which was so long located at Norwood under Mr. Aubin, has now been removed to Hanwell, Middlesex, where a building capable of holding 1,400 children has been erected. Every arrangement for instruction in various sorts of industry has been made in this institution, and twelve industrial instructors are specially appointed to manage this important part of the school training. There is one part of this industrial arrangement which I think worthy of especial mention. The deficiency of the labouring classes in the art of plain cookery has been frequently remarked, and there are little or no means for giving instruction in this useful business in any of the ordinary schools. It is obvious that in establishments such as these district pauper schools where the children are fed, practice in

cooking can alone be obtained ; yet in such institutions the cooking is mostly managed on so large a scale that the processes are entirely different from and inapplicable to the cooking necessary in a cottage or small family.

To give instruction in ~~cooking~~ such as is suitable to ordinary families, the managers of the Central London District School have caused to be constructed a large kitchen with seven fires and kitchen ranges complete. These ranges are of the ordinary size used in small houses, containing in each a fire-place, an oven, and a boiler. All arrangements for saving labour, such as smoke-jacks, water-pipes, &c., are studiously avoided, as such appliances are not met with in cottages, and the object is to train the pupils to use the commonest apparatus, or, it may be called, to cook under difficulties. A competent cook is placed in charge of this apartment, and under her superintendence 14 girls, two to each fire, are daily employed in preparing plain dinners. As all the children work one day and are in school the next, these 14 girls alternate with 14 others in the kitchen, and thus 28 girls are constantly practised in this useful art. If these arrangements continue to be carried out with as much spirit and intelligence as they have been designed, I think an example will be shown how a void in the present industrial training in most schools can be best supplied.

I cannot say that, generally speaking, the industrial training in the workhouse schools is as successful as it might be ; and complaints sometimes reach me, generally affecting the girls, that they are not accustomed to hard work,—that they cannot wash, or cook, or scrub. In many of the country workhouses a separate apartment arranged for washing and drying clothes has lately been erected. The girls have thus been taught washing without the danger of contamination, which is always certain to arise if they mix with the adult females in the house ; and the same plan is a necessary appurtenance to a district school. Yet here the teaching, especially in the large schools, is not as effectual as might be expected, owing to the difficulty of getting superintendents who will take the necessary trouble to instruct the girls in the business. It is a well-known principle that it is much easier to do a thing oneself than to teach an awkward person to do it ; and hence, I believe, some of the industrial superintendents find it a shorter and pleasanter plan to do the prescribed work themselves, than to take the trouble to teach others how to do it. An excuse for the small amount of work done, which I have often had to complain of, is readily found in the inexperience or negligence of the girls, and thus the best devised industrial arrangements sometimes fail through the want of

teaching power or the laches of the superintendent. It has long been found that to teach teachers how to teach, normal schools were necessary, and it would appear that the same principle is applicable to industrial as to intellectual training. The same patience, perseverance, the separation of the easy from the difficult, the advance by well-graduated steps, is as necessary in teaching how to sew as how to read; and I suspect that some improvement in this direction might usefully be made in our training colleges, more especially female ones.

There is one industrial employment that has been introduced into some workhouse schools that has been found very efficient in rapidly preparing boys to earn an honest and independent livelihood; I allude to musical instruction, intended to fit them to play in regimental bands. Some persons have objected to teaching boys of this class instrumental music, under the erroneous idea that it may lead to dissipation. Sufficient experience of the results has now been had to prove the groundlessness of this fear, as the boys so instructed are immediately enlisted into regimental bands, and so great is the demand for boys who have been taught music that almost any number could at once be taken off in the army and navy. The boys are enlisted for ten years; and I have satisfied myself by ocular proof, having visited some of them, that they are as well taken care of and looked after as in any schools. Such as I have seen were perfectly happy and contented, and were certainly better clothed and fed than they would be as ordinary apprentices.

There is one important advantage from this employment, owing to the rapidity with which boys can thus be prepared for actual service. It is well known that two years' instruction in tailoring or shoemaking is hardly sufficient to enable a boy to gain his living in these trades. But as regards instrumental music, if such boys are chosen as have a natural musical capability, it is found that six or seven months' instruction is sufficient to enable them to play in bands with facility. They will then read music with ease, and are eagerly sought after for regimental or naval bands. The power of keeping time and distinguishing tune is a natural gift, and it is an essential preliminary to success that such boys only as have these gifts be selected for the band. This selection requires some tact and skill in the bandmaster; but there is no want of musical talent in the lower classes, and with due care in choosing proper boys I believe there is no school of 100 children that would not furnish an efficient band.

The South Metropolitan District School has a band consisting of drums, trumpets, cornets-à-piston, ophicleides, and clarionets; and it should be mentioned to the credit of the

40 *Union Schools and Reformatories in Metropolitan District.*

drill-master, who is also band-master, that six of the boys were enlisted into the band of the Rifles after they had been four months under instruction, and four more were engaged as bandsmen for the marine service. The Central London has a band of fifes and drums; but the parish of St. George the Martyr has the credit of first pushing this employment to its full and legitimate result in their newly erected school at Mitcham. The full history of this attempt at preparing musicians I give below in a letter to me from the governor.

St. George the Martyr, Southwark,
Industrial School, Mitcham,
26th January 1858.

Sir,

I herewith forward you a statement of the results arising from and the progress made by the boys of the St. George the Martyr schools, at the new establishment at Mitcham, since they have commenced instruction in music.

In May 1856, Mr. Porteous, the master of the band at the Royal Asylum, Chelsea, was engaged to give two lessons (of two hours' duration each) weekly to the boys. The instruments selected were cornets, sax-horns, trumpets, baritone and bass horns, such as are used in all military bands. The boys practise (alone) one hour and a half in the morning, and one hour in the afternoon daily, and the marked and rapid progress made during the first eight or nine months was such as to enable six of the boys to be taken into the band of the 88th Regiment or Connaught Rangers, on the 13th of March 1857, and are now in India; on the 24th of September following six more boys were taken into the band of the 25th Regiment, and are now at Gibraltar; and on the 23d of January 1858 eleven boys were sufficiently advanced to be taken into the 2d Regiment or Queen's Royals, and are now at the camp at Shorncliffe; making a total of twenty-three boys entered into Her Majesty's service in one year and nine months, many of whom bid fair, from their manners and intellectual attainments, to become talented musicians. The boys are all orphans or deserted children, who have no hopes from their parents or relatives, many of whom are of dissolute habits; their ages are from 11 years to 15, the youngest boys being the most apt to learn, and will become the most proficient musicians from their receiving the earliest instruction. I may here say, that the band-master, Mr. Porteous, has a singular and peculiar discernment in selecting boys likely to possess musical abilities, as strikingly evinced during many years' practice amongst hundreds of boys at the Military Asylum, Chelsea.

The good results arising from the above method of providing for these orphan children must be very evident. If we take a prospective view of the likely career of these boys, such as is generally afforded them by boards of guardians of the metropolitan parishes, it would be something like the following: At 14 years old (in all probability) the boys would be apprenticed, with a small premium of 8*l.*, to some small trade, such as shoemaker, tailor, brush-maker, weaver, comb-maker, pipemaker, &c., &c.; these being the class of trades to which parish boys are apprenticed, and the masters frequently being only poor men, what is generally termed "garret masters," whose only object is to obtain the poor pittance of premium offered. The boys are frequently poorly clad, ill fed, and not uncommonly ill-treated. The consequence is, they run away from their masters, take to the streets, and eventually they are found in reformatories or their parent workhouse, or some other, before half their apprenticeship is out, a worse class of paupers than before.

In the case of these boys it must be patent to every reflecting mind that the moral and future welfare of these children must be enhanced by their

being placed in a well-regulated military band. Great care is taken of these boys; they are placed under the auspices and control of the colonel of the regiment, who gives an undertaking to the guardians that the boys shall receive educational instruction in the regimental school, shall be attended to, from their tender age, by some decent woman, such as a sergeant's wife, who shall for their first years of service attend to their wants and comforts.

If we look to the economy of this system (although it should be only a secondary consideration), it is manifest, as the saving of the premiums, say 8*l.* each boy, would amount to 184*l.*, exclusive of their outfit of clothing, which each apprentice receives from the parish. Therefore it may be said, that near 200*l.* saving is thus effected in twenty months from these boys; in addition to which, many years must elapse before (if ever) these boys are a burden to the parish.

The applications now made for boys to enter the bands of the several regiments in the British service is very great, as well as the men-of-war, East India Company's service, &c., all of whom now have good and efficient bands. The supply of boys being very inadequate to the demand, if each large or district school were to establish a band great benefit would result therefrom. The most necessary care is in the selection of a competent teacher, as no common or itinerant professor will do. It must be a military man of established reputation.

I shall be most happy to afford any information on the subject to boards of guardians or managers of schools as to the method most likely to succeed.

To E. C. Tufnell, Esq.,	(Signed)	I am, &c.
Her Majesty's Inspector of Schools.		W. SIMMONS, Master (pro tem.)

Yet, though this school has attended so much to musical instruction, it has by no means neglected other industrial pursuits. By an account that has been presented to me, it appears that the balance in favour of the school at the end of the year in consequence of the garden industry was 213*l.* 14*s.* 3*d.*

In the small school of the Chertsey Union, which is extremely well conducted, both intellectually and industrially, the profits of the garden cultivation were, last year, 46*l.* 12*s.* 11*d.*; and so well had the boys been instructed in digging, that on a public competition for premiums instituted by the Chertsey Agricultural Association, and open to all lads in the neighbouring hundreds, two out of the four prizes were awarded to boys in the union school. While on this subject, I may mention that I committed a mistake in my last year's Report in calculating the quantity of Italian rye-grass grown on three quarters of an acre at the North Surrey District School. The farm superintendent furnished me with an erroneous estimate of the quantity of land sown with this grass. The actual quantity, as I have since found, a little exceeded an acre and a quarter, and this would reduce the return of grass cut to the still large amount of about 140 tons per acre.

Yet, in metropolitan schools, unless the boys are intended for emigrants, I doubt the desirableness of engaging them in

agricultural operations. It improves their health, and that is all that can be said for it. But in these schools applications are continually made for shoemakers, bakers, carpenters, &c., but never for agricultural boys. The work in the market gardens round London is always performed by men and women, and in fact all the applications refer to in-door work. Now it is well known that persons of this class, if accustomed to in-door work, hate out-door work, and vice versâ; hence it would appear desirable in these metropolitan schools to have little agricultural work, or at least to cause it to alternate among the boys with some in-door occupation, the chief object being to preserve their health.

The schools of the country unions seem mostly to have come to a stand-still as respects their improvement. The numbers are usually so small, and consequently the salaries low, that certificated masters are unwilling to take them. The teachers are constantly changing; and this circumstance would alone prevent a school arriving at any eminence. The teacher and pupils must be mutually well known to each other before any real education can result; and until district schools are more generally founded I do not see how any substantial amelioration is likely to accrue.

Every teacher in a workhouse school must have a certificate; and if he has not one when he enters on his duties, the inspector, when he visits the school, is bound to examine him. This necessity of examining the school and the schoolmaster on the same day is frequently very embarrassing, as there is often no proper accommodation for conducting the examination, and the time allotted to it is necessarily small. However, I do not see how this inconvenience can be avoided, and there is one great counterbalancing advantage;—the inspector can always form a pretty fair judgment respecting a certificate a teacher ought to have, by witnessing his mode of giving a lesson and subsequently examining his pupils. Hence I have frequently found it necessary to refuse to allow a teacher to try for a high certificate, as I have been satisfied, on examining his school, that, whatever his literary qualification may be, he is a bad teacher. I think it cannot be too generally known that extent and depth of knowledge is not sufficient alone to make a schoolmaster, and that it is so regarded by the authorities. It is of no importance, as respects the business of a school, if a man possesses the learning of a Solomon, if he cannot impart what he knows!—and I have frequently to resist the applications of teachers who imagine that because they can pass high examinations they are entitled to high certificates. In the Christmas examination for certificates at normal schools the inspector can only judge of a teacher's

power of school-keeping by hearing him deliver a single lesson of usually less than half an hour's duration. In workhouse schools, the whole condition of the school to which the examinee belongs can be taken into account, and hence in these establishments I think it will generally be found that the best teachers have the highest certificates.

Persons frequently accept situations as teachers in unions who have never attempted to teach before, and hence it is quite certain that they can know next to nothing of school-keeping. I invariably decline to recommend such persons for higher certificates than probation during the first year, though they sometimes think it hard that they are not allowed to show their skill in working the higher papers intended for candidates for efficiency certificates.

I have had during the past year to visit a large number of refuges and reformatories, in consequence of the Minute of Council of 2d June 1856. I have hence had an opportunity of witnessing every variety of work and mode of management and arrangement that has been devised, and I think it may be useful to give the opinion I have formed respecting the conditions under which the objects of these benevolent institutions will most likely be attended with success.

The primary condition appears to me to be, that what is called the "family system" should be adopted; in other words, that a refuge or reformatory should contain few in number. It would be inexpedient to lay down any fixed rule on this point, as there are some instances where, owing to the unusual energy of the managers, the difficulties arising from large numbers have been successfully surmounted. But I believe that, generally speaking, it would be wise not to have more than 50 inmates; and those institutions that do not contain more than half that number are among the most efficient I have seen. In my last year's Report I mentioned in terms of praise the establishments founded by the "Society for the Rescue of Young Women and Children," and I continue to think them worthy of commendation. In the Camden Town Family Home, which belongs to this society, of the 20 inmates whom I found in it last year, 12 had obtained respectable situations, and were doing well. The expense of maintaining it had been 15*l.* 15*s.* per head, which includes rent of the house and every other expenditure. In the Wandsworth Family Home, which contains only 16 girls, 12 have been got out to service since last year; and the cost of the establishment has been only 16*l.* per head. In the Hampstead Family Home, though they have never had more than 26 in the house, 20 have been satisfactorily disposed of since last year; and not any failure in character in those who have been sent

out has been discovered. The cost has been 17*l.* 18*s.* each inmate, but this includes the outfit of the 20 girls sent to places. One proof of the real success in reformation that has been worked in these homes is, that there is a demand for servants from them much beyond what can be supplied; a proof which, I am sorry to say, cannot always be alleged of workhouse schools.

I have mentioned in each case the yearly cost per head, in order to shew that, contrary to what might be expected, the expense of these small establishments is not proportionally greater than in large ones. This result may appear surprising, but it is not difficult to account for.

One of the secrets of this economy lies in the fact, that in these small institutions no buildings are ever purposely erected, but a house with a small yard, of ten or a dozen rooms, is rented, and this may easily be made to accommodate 25 girls, together with a master and matron. Such small houses may readily be obtained about London at a rent under 50*l.* per annum. Now the great economy of this plan over any other is at once apparent. If, as sometimes happens, the managers of such an institution determine to build, the purchase of the land and the erection of the house, with all its numerous *et ceteras*, will come to 2,000*l.* at least, and the interest of this sum more than doubles what on the other plan would be paid for rent.

But it will be objected that such a newly built house will be far more convenient for the purpose than an ordinary one. Now experience shows that a precisely contrary result is almost certain to happen. In the new building every arrangement for saving labour and facilitating the business of life is commonly provided. Water, hot and cold, is made to flow wherever it is wanted. Drying closets of the most approved construction are put up. Kitchen ranges that cook the largest quantity of provisions, with the least possible quantity of fuel, in the smallest possible space of time, with the slightest possible amount of trouble, are erected. All these things are calculated to unfit girls for the service of real life. In small families, in which they usually find places, none of these ingenious contrivances are found. I have known girls from workhouses complain that they have had to carry pails of water. Where they were brought up they had nothing more to do than to turn a cock, and water, hot or cold, came forth. Now the work of most of us in this life is that of living under difficulties, and the best training for such a state of existence is to learn to do without all these conveniences. This doctrine is especially applicable to girls of the description I am writing about, as their lot is usually cast in situations

where none of the luxurious appliances for saving labour are to be found. The being accustomed to them leads to what the Americans stigmatise as "shiftlessness," and, I may add, entirely unfits them for that condition which on other accounts is eminently suitable to them, the life of an emigrant.

The preceding observations chiefly apply to female reformatories; but the family system is equally applicable to such as are intended for males. Where, however, skilled trades are pursued, it seems possible to enlarge the family, without detriment, considerably beyond what is desirable in a female institution. One of the most successful I have seen is the "North-west London Preventive and Reformatory Institution," No. 19, New Road, which mainly owes its establishment and success to the energetic exertions of G. J. Bowyer, Esq., the honorary governor. There are 80 inmates in this reformatory, who are taught by skilled artisans the trades of printing, turnery, carpenters' and smiths' work, polishing, tailoring and shoe-making, while the whole expenditure per head amounts only to 17*l.* per annum. I cannot, however, but think that no small portion of the success of this reformatory is due to a practice of the honorary governor, who daily receives two inmates in rotation, establishing, by conversation with each, a personal interest, and thus obtaining a more intimate knowledge of their character and habits. This is carrying out the family system in its true essence; and too much praise cannot be bestowed on a gentleman who thus gives up his leisure hours to the work of reforming by personal intercourse some of the most degraded members of society.

But instances of personal devotion among the richer classes, ladies especially, to the work of reforming the most outcast of their sex, meet me almost daily in the course of my inspections of refuges and reformatories; and the untiring diligence with which these christian-like labours are prosecuted, amidst innumerable discouragements, reflects the greatest credit on those who exercise it, while it must materially tend to the diminution of misery and crime. Almost every ailment, moral as well as physical, to which human nature is subject, seems provided for. In Hill Street, Dorset Square, there is an admirable, and, as far I know, unique institution, where cripples, if they only have the use of their hands, are admitted, and taught the art of straw-work, so that they become fitted to gain their livelihood. They are admitted from eight years old and upwards, and beautiful specimens of their work may there be seen and purchased. The same establishment contains a nursery, where children from the age of three weeks to two years are received from seven in the morning to seven at night, upon the payment of 3*d.* daily, which includes their

food. As the mortality from neglect among infants of this class is well known to be enormous, this establishment must cause a vast saving of life.

There is one institution, in Old Pye Street, Westminster, somewhat differing from a refuge or reformatory, though quite as useful in counteracting crime and destitution. The object is preventive rather than curative; to lend a helping hand to those children who, either through neglect or poverty, were pursuing vagrant and unsettled lives. It supplies a deficiency in the neighbouring ragged schools, and is in fact a day school of industry, the religious and secular instruction being still left with the schools whence they were taken, the boys returning in the evening to their own homes. This is, I believe, the Scotch plan; and the advantage of it is, that parental authority and responsibility are not interfered with. The boys are paid either 3*d.* or 2*d.* a day. It seems especially calculated to anticipate vagrancy and thieving among a class who would otherwise almost certainly fall into these vices.

Without a proper disposal of the inmates of these institutions, when a reformation has been brought about, all the efforts that may have been made for their good end in disappointment. Girls are frequently got off as servants in private families, and then, if the localities of their new residences are distant from their former haunts, every thing proceeds satisfactorily. But if, as often happens, their mothers and relations find them out, visits from such persons are found to be so extremely annoying, and also dangerous to their employers, that the girls are sometimes returned on the reformatories, though they have committed no fault. For these and other similar causes, nothing seems to answer so perfectly in securing the future honesty and welfare of such persons as emigration. In Australia or Canada there are far fewer incitements to dishonesty, and greater opportunities for obtaining a sufficient livelihood, than in England; and it is clearly proved by experience that of these formerly degraded beings, who have been sent to the colonies, very few have failed to maintain reputable characters, and to secure an honest independence.

When, however, girls are thus sent out, it is always expedient that they should be accompanied by a matron. In June last, 10 girls were thus sent to Upper Canada, under the conduct of the intelligent mistress of Saint Giles' Refuge. These girls obtained places with such facility that it is intended to send out 20 more in the same way during the present year.

The proper inspection of a refuge or reformatory is no easy matter, as it is difficult to form a correct judgment, from what

meets the eye, how far it is successful, or likely to be so, in attaining the object in view. All the ordinary tests applicable to day schools here absolutely fail. If on examining a class of children in one of these institutions I find that some, from their answers, are peculiarly intelligent and well taught, I am probably told that I have only succeeded in discovering the most consummate rascals. A considerable amount of ability and education is necessary to make a perfect villain, and the most dangerous of human beings are made by the union of high intellectual culture with the absence of religious feeling. On the other hand, a half-educated country youth is frequently unwittingly led into crime, and becomes a convict, with but little of moral depravity, just as the children of the rich sometimes steal apples at school from mere thoughtlessness or love of enterprize. Of course the reverse does not hold true,—that the stupidest are the best; but I think it a clear consequence that no conclusion as to a boy's character can be deduced by finding out what he knows. A reformatory is essentially a school for the formation of character; and all experience shows that it is next to an impossibility to devise an examination that shall test character. Even a knowledge of Scripture is no guide of the worth of him who possesses it. One of the cleverest youths I ever met with, and who was especially noted for his intimate acquaintance with the Bible, committed while at school several serious offences, and ended by a burglary, which caused him to be transported to Tasmania.

Ladies on visiting such establishments will often praise the order, the conveniences, and the good arrangements for doing the work. As I have hinted above, all these conveniences and clever contrivances are often positive nuisances, and only succeed in unfitting the children for the business of life. An ordinary house, not especially designed for the purpose, usually answers the object better than any other building; but then it presents nothing to strike the eye of a visitor, or would rather be remarked for its inconvenient arrangements.

It affords the best criterion I know of the excellence of these establishments to inquire minutely what becomes of the inmates when they are launched into the world. Is any supervision kept up with them by correspondence or otherwise? The perusal of their letters, which I always ask for, is one of the best proofs that can be had, as a reformed youth, who has again fallen, is rarely willing to keep up a correspondence. It is the usual practice with the managers of reformatories to encourage letter-writing to themselves, and I believe that the plan is very effectual in keeping their former inmates in the paths of honesty.

I am satisfied that any further Government interference would be injurious to these establishments, and that they could not be conducted on any stereotyped plan issuing from an office. The continued watchful care of philanthropists who are devoted to work of this description seems essential in every step, from the first collection of the inmates to their final dismissal into the world with renewed characters. This degraded class will not usually voluntarily present themselves for reformation ; aggressive efforts must be made to bring together and induce the recipients to accept what is intended for them. I believe that any greater assistance than these establishments receive at present from the public funds would be injurious to them, as tending to diminish the personal interest now felt in their management. Nothing is more remarkable than the time and labour bestowed upon these institutions by individuals in the upper and middling ranks ; and surely hardly any greater public good can be done than by diminishing the numbers of a class of whom it has been stated that the annual booty of a London thief is 300*l.*, and that every pickpocket sent to prison costs the pay of a curate.

I have the honor to be, &c.

E. CARLETON TUFNELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

Tabulated Reports, by Her Majesty's Inspector of Schools, E. CARLETON TUFNELL, Esq., on the Parochial Union Schools, and also on the Reformatories, inspected by him in the Metropolitan District, in the Year 1857.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
MIDDLESEX.			
Bethnal Green -	119	139	Both boys' and girls' schools are now in good order, well instructed in all respects, and altogether in better condition than I have observed at any previous inspection. The establishment also contains a well-managed infant school of 46 infants.
Brentford - -	59	50	The boys' school is in better order, and passed a better examination than at any previous inspection. The girls' school is as before extremely well managed.
Clerkenwell - -	85	55	The children in these schools passed a good examination, more especially the boys, who have been remarkably well instructed.
Fulham - - -	61	56	These schools are well managed by intelligent teachers, who do all that the circumstances will allow to bring up the children in a way calculated to make them good and Christian-like members of society.
Hackney - - -	70	94	Both schools are in good order, and improved in every way since my previous inspection. The arrangement of the school has also been much improved by the erection of parallel desks and curtains.
Edmonton - -	84	72	These schools are, as before, in excellent order. The writing and map drawing is especially worthy of remark, and the industrial training is well managed.
Hendon - - -	27	16	These schools passed a very fair examination, and are in good order.
Holborn - - -	78	92	The boys' school is much improved since last year, and both it and the girls' school passed a fair examination, considering the great fluctuation of attendance.
Islington - -	84	89	The girls in these schools are moderately well taught. The boys passed an extremely good examination, and the whole condition of this department reflects much credit on the master.
Paddington - -	43	33	Great improvement is manifest in both boys' and girls' schools since my last inspection, and the general condition of the children does credit to their respective teachers.
Staines - - -	30	43	Both schools are well conducted and in excellent order, and passed an examination creditable to their respective teachers.
Stepney - - -	210	85	These schools, which also contained a separate infant department of 112 infants, are extremely well conducted, but I regret that half of the children are about to be withdrawn, owing to a division of the union.
St. Luke's - -	64	45	Both boys' and girls' schools passed a fair examination, considering the great fluctuations of attendance; and the boys' school is improved since my last inspection.
St. Giles' and St. George's Bloomsbury.	60	27	The children in these schools are in good order and fairly taught, more especially the girls, who are well managed in all respects. There is but little industrial training for the boys. There are also 73 children, mostly infantile, in a country establishment near Heston, very fairly taught and managed.

50 *Union Schools and Reformatories in Metropolitan District*

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
MIDDLESEX—cont.			
Strand - - -	70	25	The boys' school is much deteriorated since my last inspection, but promises better for the future under the present teacher, who has not been a month in the place. The girls passed a fair examination.
Uxbridge - -	32	32	Both schools are fairly conducted. The boys especially showed more than ordinary intelligence in their examination, and some drew very fairly.
St. Leonard's, Shoreditch.	100	105	This establishment, situated at Brentwood in Essex, quite distinct from the house for adult paupers, is very much improved in all respects since my last inspection, and now, with four pupil-teachers, is conducted in a way to promise the best results for the future career of the poor children here provided for.
SURREY.			
Chertsey - -	54	49	The boys' school is, as before, in excellent order, well instructed, both mentally and industrially, and altogether does great credit to the management. The girls' school is fairly managed.
Dorking - - -	36	24	This is a mixed school conducted by a mistress. The instruction is fairly imparted, and the industrial training very satisfactory.
Epsom - - -	20	30	Both schools passed a very fair examination, and the boys' school especially shows improvement and careful attention in the master.
Godstone - -	16	12	The boys are well instructed, considerable improvement being manifest since my last inspection. The girls are well instructed in industry.
Guildford - -	30	54	Both boys' and girls' schools are in excellent order, and passed an examination creditable to their respective teachers.
Hambledon - -	23	14	The children in these schools are in fair order, and moderately taught.
Lambeth - - -	176	125	These schools have been much improved by the appointment of pupil teachers, and are in every way creditably conducted. There is a separate department of 71 infants.
St. Olave's - -	32	45	The children in these schools are moderately well taught. Some of them are sent to the South Metropolitan District School.
Reigate - - -	38	23	Both boys' and girls' schools are in fair order, and passed a creditable examination, considering the great interruptions from illness that have lately occurred.
North Surrey District School.	270	111	These district schools, which also contain a separate school of 170 infants, are well furnished with every appliance for successfully training the children admitted. They are efficiently conducted.
South Metropolitan District School.	304	292	This large establishment, comprising, in addition to the boys' and girls', a school of 136 infants, a total of 732 children, which will probably be shortly increased to 1,000, is managed in all departments with great efficiency. The building is admirably constructed for the purpose, and furnished with every needful educational appliance.
Central London District School.	361	253	This important district school, which now contains more than 1,100 children, is now removed to a new and extensive building erected for the purpose at Hanwell in Middlesex. The process of removal has somewhat disorganized it, but it bids fair to be conducted in a way not inferior to any establishment of the sort in the country.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
SURREY—cont.			
St. George Martyr-	107	98	These schools are now located in a new and well arranged building, well fitted for an industrial school. There is a band of wind instruments among the boys, which has been found highly useful in training the boys for regimental bands.
SUSSEX.			
Battle - - -	27	23	The children in these schools are fairly taught, the girls being in especial good order, and in a state creditable to the mistress.
Brighton - - -	75	40	These schools, which also include a well-conducted department of 33 infants, are well managed, so far as their intellectual instruction is concerned. The girls are also well instructed in industry.
Chisleley - - -	18	18	The children in these schools are in good order, passed a fair examination, and their industrial training is well attended to.
Chichester - - -	18	-	The children are fairly instructed, and passed a fair examination. They have no industrial training. The girls' school is not under inspection.
Cuckfield - - -	26	32	The children in both schools passed a fair examination, more particularly the girls. The industrial training of the boys is well managed.
Eastbourne - - -	37	33	The girls' school is well taught and conducted in all respects, the children being so brought up as to form good household servants. The boys' school is in fair order, and fairly taught, especially arithmetic.
East Grinstead - -	23	29	The boys' school is well managed in all respects, and passed an examination creditable to the teacher. The girls' school is also well conducted, especially as regards the morals and industry of the children.
Hailsham - - -	25	23	The girls passed, as at former inspections, a good examination, and the general condition of the school does credit to the mistress. The boys are moderately well taught, but their industrial training is well attended to.
Hastings - - -	19	26	The girls' school is improved since my last inspection, and reflects much credit on the mistress. The boys' school passed a fair examination.
Horsham - - -	27	31	The boys' school was in very fair order, and passed a creditable examination. The girls' school is much less advanced, but the children appear well trained in industry.
Lewes - - -	16	17	The children are in good order, passed a fair examination, and the general condition of the school does credit to the teachers.
Midhurst - - -	17	26	Both boys' and girls' schools are in good order, and passed a creditable examination. The girls' school is improved since the last inspection.
Newhaven - - -	8	-	This small school is well taught and managed. The absence of girls is accidental.
Rye - - -	33	18	There were no teachers at the period of my first visit to the school. On a second visit teachers had been appointed to both schools, and they were proceeding in a satisfactory way.
Steyning - - -	16	21	The children in both schools are in good order, and passed a fair examination, more especially the boys, who are also well drilled.
Thakeham - - -	20	7	These schools are well conducted and managed, morally and industrially, and the children turn out well, the best test of a good education.

52 *Union Schools and Reformatories in Metropolitan District.*

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
SUSSEX—cont.			
Ticehurst - -	18	29	The children in these schools, under newly appointed teachers, are in better order and better instructed than I have found them at any previous visit.
Uckfield - -	37	19	The children in these schools are in every way much improved since my last visit, and now do credit to their teachers. This improvement more particularly applies to the boys.
Westbourne - -	8	16	This school, conducted by a mistress on the mixed principle, is, as at former inspections, well conducted in all respects.
West Wile - -	6	11	The children are in good order, and fairly managed and taught. The two schools are now united for teaching under a mistress.
West Hampnett -	26	30	These schools are well managed, and passed an examination creditable to their respective teachers.
KENT.			
Ashford, East -	22	21	The children in these schools passed a fair examination, but the girls were somewhat deficient in arithmetic and writing, though well instructed in industry.
Ashford, West -	16	10	The children in these small schools are fairly taught and industrially trained.
Aylesford, North -	26	34	The girls are fairly taught, and improvement is manifest since my last visit. The boys are moderately well instructed.
Blean - - -	15	6	This school is now conducted on the mixed principle, which appears to me to answer much better where the children are so few.
Bridge - - -	17	25	The girls' school is moderately well taught. The boys now go the National School in the village.
Bromley - - -	25	30	Both schools are in good order, and fairly instructed. The improvement is especially perceptible in the boys, whose industrial employment is now deserving of commendation.
Canterbury - -	15	15	The children in both schools are in good order, and passed an examination creditable to the present schoolmistress and the former master, who had just left.
Cranbrook - -	19	21	The boys are extremely well taught, and passed an examination which reflected credit on the master's skill. The girls are moderately well taught.
Dartford - -	29	40	The children in these schools are fairly instructed, and the intelligence displayed by the boys is above the average.
Dover - - -	45	37	There were no teachers in these schools at the date of my last inspection.
Eastry - - -	39	41	The children in these schools are very fairly instructed and industrially trained.
Elham - - -	29	47	The children in these schools are moderately well taught, but their industrial training is well managed.
Faversham - -	35	35	The children are in good order, and fairly taught and managed, but there is little industrial employment for the boys.
Gravesend - -	23	30	These schools, as at former inspections, are creditably conducted in all respects.
Hollingbourne -	25	23	These schools are in fair order and fairly conducted.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
KENT—cont.			
Maidstone - -	48	63	Both boys' and girls' schools are very fairly conducted, and the children are fairly proficient in the ordinary branches of instruction.
Malling - - -	35	40	The children in these schools are moderately well taught, and there appears to be a want of order and discipline among them. Considerable improvement will doubtless appear when the contemplated new schools are erected.
Medway - - -	50	66	The children in these schools are very fairly taught and managed, and the ease with which they get situations and keep them is a proof that the education is sound.
Milton - - -	22	17	The children in these schools are moderately well taught.
Sevenoaks - -	44	42	The boys are well instructed and managed in all respects, being improved since my last visit. The girls are moderately well taught.
Sheppy - - -	23	27	The boys' school is, as at former inspections, very well instructed, and does credit to its teacher. The girls' school is also very fairly instructed, and much improved since my previous visit.
Tenterden - -	25	33	The children in both boys' and girls' schools passed a better examination than at the last inspection, more especially the boys, whose attainments do credit to their teacher.
Thanet - - -	50	28	The children in this establishment, which also includes a separate department of 31 infants, are in good order, and do credit to their teachers, who all appear to discharge their duties efficiently.
Tunbridge - -	50	45	The boys are intelligently taught, and passed a creditable examination. The girls are moderately taught, and their industrial training is susceptible of improvement.
Margate Metropolitan Establishment for Children.	27	56	This is an establishment solely for sick children, whose ailments are benefited by sea air. It is in good order, and the teaching is fairly managed, considering the unhappy circumstances of the inmates.
Essex.			
Billerica - -	23	33	These schools continue in the same creditable condition in which I have always found them, and the industrial training is well managed.
Chekmford - -	39	54	The boys' school passed a good examination, showing intelligence and skill in the master. The girls' school is much less advanced.
Dunmow - - -	24	31	These schools are improved since my last inspection, and passed an examination showing diligent attention to their duties on the part of the teachers.
Braintree - -	41	34	The children in these schools are fairly taught ordinary subjects, and well trained in industry.
Maldon - - -	32	46	The boys' school is improving under the present master. The girls' school is very moderately taught.
Ongar - - -	23	23	This school, conducted by a mistress on the mixed principle, is fairly taught and managed. The industrial training is well attended to.
Orsett - - -	15	15	Both boys and girls are well instructed, and passed an examination creditable to their respective teachers.

54 *Union Schools and Reformatories in Metropolitan District.*

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
ESSEX—cont.			
Roehford - -	47	37	The boys' school passed a highly satisfactory examination; and the general condition of the children, both as respects instruction and industrial training, is very creditable to the teacher. The girls are only moderately well taught.
Romford - -	51	53	These schools have suffered from the frequent changes of teacher. There is no industrial instruction for the boys.
Westham - -	53	56	The children in these schools are moderately taught. There is no industrial training for the boys, but the industrial instruction of the girls is well managed.
Witham - -	12	26	The children in these schools are in good order, and well taught in all respects, both industrially and intellectually. Their condition does credit to their respective teachers.
St. George's in the East.	170	142	This large establishment, which, besides boys and girls, contains a separate school of 71 infants, has been much improved since last year, and now promises to be not inferior to any in its arrangements and management. It contains the Poplar children.
Whitechapel - -	209	174	This establishment also contains a separate infant school of 114 infants, and is furnished with every appliance for an excellent industrial school. It is managed with skill in all its departments. It contains the St. Pancras children.
HERTFORDSHIRE.			
Bishop's Stortford	48	60	Every suitable internal educational appliance seems provided in these schools, and yet the result is very unsatisfactory. I suspect that the children get contaminated by the adult paupers.
St. Alban's - -	19	19	The children in these schools are moderately well instructed, but there is better promise for the future under the present teachers.
Barnet - - -	30	26	The children in this school, a mixed one, passed a fair examination, but not equal to last year, a result which may perhaps be attributable to considerable illness among them.
Hertford - -	12	21	The children in these schools are moderately well instructed intellectually, but their industrial training is not neglected.
Ware - - -	23	30	The children in these schools are fairly instructed, being quite up to the average in small union schools, but there is no industrial work for the boys.
Watford - -	25	44	Both boys' and girls' schools are in good order, and passed an examination creditable to their respective teachers.
BUCKS.			
Amersham - -	24	39	These schools are very fairly conducted, and the industrial training of the girls is especially commendable.
Aylesbury - -	29	17	The children in these schools had just previous to my inspection been suffering severely from illness, nevertheless they passed a very fair examination, and are in good order.
Eton - - -	32	40	These schools are in good order, and the instruction is intelligently imparted. The boys' school, especially, is in a high state of efficiency, and the children passed an examination that reflects great credit on the master.
Newport Pagnel -	13	23	The children are moderately taught in these schools; but improvement is manifest in the girls' school since my last visit.

REFUGES AND REFORMATORIES.

Name of Refuge or Reformatory.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Maida Hill Ragged and Industrial Refuge.	26	—	This is a well-managed institution, teaching the business of tailoring, bag-making, and printing to destitute boys. It contains also the very useful department of a room of beds, let out at 1s. per week to those youths who have obtained employment, and who are also supplied with the means of cooking food.
Spitalfields Refuge for Girls.	—	28	This is the finest reformatory building I have seen, containing spacious rooms, and every appliance necessary for a well-conducted industrial establishment. The inmates are taught every description of household work and bonnet making.
Whitechapel Refuge for Boys.	100	—	This is a large well-arranged building, very similar to a District Pauper School, except that it is more industrial in its character, as it should be. Several trades are successfully taught in it.
Wandsworth Bridge House.	76	—	This is an institution mostly filled with criminal boys, who are very efficiently taught the trades of shoemaking, tailoring, carpentry, turning, joinery, and gardening, besides being fairly instructed in the ordinary subjects. It owes its existence to the munificence of one lady, and does the highest credit to her sagacity and benevolence.
North West London Preventive and Reformatory Institution.	80	—	Youths and young men accustomed to crime are here initiated with great success into the trades of printing, turnery, carpentry, smiths' work, polishing, tailoring, and shoemaking. Many of the inmates eventually emigrate, and rather more enter the army and navy. The discipline and general management appear conducted with great skill and intelligence.
Brixton, Grove House Reformatory.	43	—	This establishment, being situated in the country, employs a large proportion of its inmates in gardening, which is found to be most useful to them in their subsequent career as emigrants to the United States, whither they almost all go. A correspondence is kept up with the emigrants, specimens of which I perused, and they clearly show the good results flowing from the industrial and moral training in this institution.
Camden Town Reformatory.	—	14	This institution takes in criminal and abandoned children, trains them to industry, and either causes them to emigrate or procures them situations in this country. It also contains under the same roof a well-conducted ragged school for small children.
East London Ragged School Shoe-black Refuge.	27	—	This excellent institution takes abandoned boys from the streets, educates them, and supplies the shoe-blacks that are to be met at the corners of so many streets in London, wearing red badges worked in beads on their arms. It appears extremely successful in training destitute children in the paths of honest industry. The great feature of this institution is, that the boys largely help by their industry to pay the expenses incurred in reclaiming them.
Whitechapel Probationary Refuge.	—	20	This is an establishment maintained by the Rescue Society for the reclamation of young erring females. It is conducted on the strict family principle, all the inmates living together in an ordinary unpretending house under the superintendence of a matron. It appears to have been successful in reforming the girls admitted to the house, and placing them in respectable situations.

56 *Union Schools and Reformatories in Metropolitan District.*

Name of Refuge or Reformatory.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Britannia Court Industrial Reformatory.	14	—	This establishment lodges, boards, and instructs in general industry some of the wretched outcast boys who swarm in the vicinity. It subsequently provides them with places, and apparently the work of reformation is successfully carried on.
Greenwich Refuge for Girls.	—	16	All the inmates of this establishment have been in the most degraded condition, and most of them imprisoned. It is well conducted on the family system, and is apparently successful in reforming and returning to a respectable position in society the objects of its care.
Islington Reformatory.	13	—	This is a well-managed industrial institution for outcast boys, similar in principle to other establishments mentioned above.
St. Giles and St. George Bloomsbury Refuges for Houseless and Destitute Children.	41	44	These are two very successful establishments for the reformation of vagrant and abandoned children. The boys have been usually sent, when trained, to Canada, where they have almost invariably prospered. A party of 12 girls were also lately sent to Canada under a matron, who all readily obtained respectable places; and this experiment of female emigration has been so satisfactory that it is intended to continue the practice.
Dover Home for Young Women.	—	26	This is an establishment similar to those set on foot in London by the Rescue Society for the recovery of fallen and abandoned females. It is altogether well managed, and supplied with every requisite necessary for the charitable object in view.
House of Occupations.	79	88	This establishment has been long carried on in connexion with Bethlem Hospital, and is chiefly filled with criminal children. All the arrangements are as well designed as they can be in the midst of a crowded city, but so large a school would in my opinion be far better carried on in the country.
Lisson Street Refuge for Girls.	—	34	A well-conducted establishment for abandoned girls, who are snatched by its means from a probable life of crime and misery.
Chelsea School of Discipline.	—	42	This establishment is equally well conducted as at my last inspection, and the intellectual instruction appears to me more efficiently imparted than in most similar schools.
Dalston Reformatory and Refuge for the Destitute.	—	86	This institution for criminal girls is well conducted, more especially in the industrial departments, as the proceeds from the washing alone, which is pursued as the chief business, amounted last year to 1,824 <i>l.</i> 8 <i>s.</i> 8 <i>d.</i>
Westminster Pye Street Industrial School.	17	—	This school, which now contains many more children than the 17 mentioned in annexed column (which is the average for the year), is solely for the supply of work to vagrant boys, who have two meals a day, and are paid for their labour, but sleep at home. I have no doubt of the excellence of this principle, and think that, with sufficient experience, it might be made nearly self-supporting.
Camden Town Family Home.	—	16	These four establishments are all set on foot by the "Rescue Society." Their special characteristic is the family system, and they seem fully to continue to deserve the commendation I bestowed on them last year. The majority of the girls I found there last year are now got out to respectable service, and are doing well. The economy of this system is worthy remark. In the "Camden Town Home" the expense last year was 15 <i>l.</i> 15 <i>s.</i> per head, which includes rent and every thing else. The expense in the "St. John's Wood" was 17 <i>l.</i> per head, which includes new furniture, but for which the cost would have been 1 <i>l.</i> The Hampstead Home cost 17 <i>l.</i> 18 <i>s.</i> per head, which includes 20 girls sent out to service in the year. The Wandsworth Home cost 16 <i>l.</i> per head. In every case rent is included in the expense.
St. John's Wood Family Home.	—	16	
Hampstead Family Home.	—	20	
Wandsworth Family Home.	—	16	

Name of Refuge or Reformatory.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Dorset Square Female Refuge and Cripples' Home.	—	36	This institution, which is very well managed, is remarkable for the efficient way in which industrial work is carried on, and which produced last year £364. 5s. 11d. It is also the only refuge for cripples in the kingdom, and contains a nursery for babies, who are deposited here by their mothers when in work, at the expense of 3d. daily for each baby, for which the child is taken care of and fed during the day.
Grotto Passage Industrial School.	20	—	This is a well-conducted institution, and presents a good example of successful industry in the poor boys, who have mostly been rescued by its means from the lowest depths of poverty and misery. Mat-making, hair-picking, faggot-making, and box-making are taught here with efficiency.
Paddington Girls' Home.	—	21	This is quite equal in its arrangements and the general success of its operations to any female institution I have visited. The girls are well trained in every species of domestic industry, and taught the usual branches of school education better than I have generally found in such establishments.
Sloane Street Home for Destitute Girls.	—	41	This institution, which was inspected last year under the name of the Dacre Street Home, is now removed to far better and more commodious premises in Sloane Street, Chelsea. It is managed with much skill and success by a committee of ladies.
Redhill Reformatory.	279	—	This well known reformatory, the largest in England, is now completely full. Though on so large a scale, being conducted in houses completely separated from each other, containing not more than 50 boys in each, the family system is in fact essentially carried out. Most of the boys emigrate, and the best accounts have almost invariably been received of them, proving the success of the reforming process here established. The cost on an average of 27½ inmates last year was 23s. 14s. per head.
Home in the East -	51	—	A certified reformatory, in which every appliance for industrial training is fully supplied. The youths, who have mostly been criminal, are usually disposed of by emigration to Canada, whence the most favourable reports have been received of them.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, JOSHUA RUDDOCK, Esq., on the PAROCHIAL UNION SCHOOLS inspected by him in the SOUTH-WESTERN DISTRICT.

MY LORDS,

March 1858.

It again falls to my duty to renew the annual Report upon the condition of my district as an Inspector of Schools in Workhouses; but so small has been the alteration and so few the changes in their internal condition that I shall have but little to add to the information which may have been conveyed in previous Reports.

Almost all the normal conditions of these schools remain unaltered, with the single exception (previously noticed in my Report for last year) of the great extension and improvement which has taken place in the industrial training of the children.

Another point, trifling in itself, is that the number of resignations and appointments among the schoolmasters for the first time exceeds those of female teachers. The old grievance, the system of basing salary partly upon the average attendance of children, is mainly the cause of this.

On referring to my note-book, I find that the greater number of the male resignations are not so much an absolute relinquishment of the profession as a transference of their services from one school to another where a higher average procures a higher reward for almost the same labour.

The entire number of changes among the teachers has been 73, being two sevenths of the whole number, viz. :—

39 masters.

34 mistresses.

On comparing this with the Table given in my Report for the year 1852*, I notice the diminution in the total number of changes, and still more the different proportion of the male to the female teachers. The gross number of the latter has somewhat increased. The gross number of the former has

* The aggregate of changes among the teachers has been 83, or two fifths of the whole number :—

33 masters.

50 mistresses.

slightly decreased; yet there are more masters who change their situations in 1857 than there were in 1852. On the other hand, the number of mistresses who resign is not only considerably less than that recorded for 1852, but even less than the number of the masters resigning in 1857.

There are two ways of accounting for this fact, both of which, but more particularly the latter, have conduced to produce this result:

First, the standard of schoolmistresses generally has much improved since 1852, consequently there are fewer resignations enforced on account of declared incompetency.

In the second place, only female teachers have the charge of girls' schools, and most commonly female teachers only have the charge of mixed schools.

In the girls' schools the younger boys are usually placed. The mixed schools contain, of course, both girls and boys, consequently the mean average of girls' and mixed schools exceeds greatly the mean average of boys' schools.

The certificates awarded to female teachers commence with a fixed sum in each division lower than the similar certificate awarded to a male teacher. The consequence is, that the capitation money derivable from the average is sooner exhausted to its full extent for the female teachers than for the males. These two causes combined may account for the alteration that has taken place since 1852.

I will not, however, quit the subject without briefly recapitulating some of the main objections which have been urged both by my colleagues and myself, and concurred in by every Poor Law Inspector I have met, against basing a part of the school-teacher's salary upon the average number of school-children under his care. The first is the most powerful argument; his interest is at variance with his duty. His duty is to fit them by all and every means to obtain their own living honestly, so that they may readily obtain situations, and have good chance of retaining them. His interest is to have as many children in the school as possible, by hook or by crook: A good school out of doors may fill because it is a good school. A good school in the workhouse must empty if it is good. All children have the spirit of independence strong upon them; and the anxiety to be doing something. If their teacher be an anxious zealous man, he will cultivate those feelings in the right way. He will even go out of the way to forward their interest by procuring them situations; but if the result of his exertions is to be the diminution of his stipend, it is too much to expect such an abnegation of self-interest to be common among the thousand workhouse teachers of England.

In the next place, the labour of a workhouse teacher is not and cannot be measured by the number of children under his care. By the Poor Law regulations, and rightly so, he is responsible for them at all times ; whether there be 30 or whether there be 60, his personal care and supervision are required at the same periods and for the same extent of time. In giving instruction it is rather more irksome to have 10 children before you only than to have 40 as a class, and the result of the 10 is likely to be less satisfactory than the result of the 40.

With a large number classification is easier ; monitors more readily procured. Much of the interior school-work devolves upon them. The larger schools alone have the privilege of being able to receive pupil teachers, so that there can be no fair inference drawn as between schools of a greater or less number.

Lastly, a stipend varying from year to year is unsatisfactory both to the teachers and their employers the guardians. The latter do not know what they ought to pay ; the former what he is to receive. Dissatisfaction ensues on both sides. Sometimes the teacher thinks he has received too little ; the guardians always fancy they have paid too much.

A fixed regular stipend which might be graduated without difficulty according to the particulars of each series of cases could easily be arranged. Excessive salaries in small schools need not be sanctioned by the Poor Law Board ; and certainly a low stipend for a large amount of duty cannot be justified upon the score of the comparative incompetency of the person proposing to undertake that duty.

Under your Lordships' sanction, the workhouses of Buckingham and Winslow in the county of Bucks and Banbury in the county of Oxford have been transferred from my district to that of my colleague, Mr. Bowyer.

Two new schools have been formed at Camelford in Cornwall and at Dulverton in Devon. These are both very small schools ; the former having an average of only 20 ; the latter an average of only 12. In Camelford there is a school aided by your Lordships' grants ; in Dulverton there is none.

Perhaps in each of these cases an efficient workhouse school may lead, as elsewhere, to improvement out of doors.

The transference of the Farnham and Hartley Wintney District Schools from Aldershatt to Crondall was noticed in my Report for last year ; much, however, still remains to be done before it can be said to be in good working order.

There have been many useful alterations made in various parts of my district too numerous to mention in detail, but showing there is a growing tendency to improve the school

accommodation, whenever it can conveniently be done. In one respect, however, I should be glad if any competent authority could prescribe as a rule that the schoolroom, whether for boys or girls, should not be so placed as to become in wet weather the more convenient means of communication from the entrance hall to the interior of the house.

Many complaints have been made to me that interruptions have taken place owing to the passing of strangers through the schoolroom during school hours. The justice of the complaint has been denied, with the admission that it may have so happened now and then. If the weather were wet it certainly was more natural to pass through the schoolroom; but I submit that the schoolroom should not be placed where, under certain circumstances, it becomes, simpliciter, a gangway.

The evil has been so far felt that many schools have been removed to a more convenient position in the house; but there are still many of my good schools which labour under this inconvenience.

I have generally found the state of the books and apparatus satisfactory, and have experienced no difficulty in obtaining any increase that was necessary. I will here repeat in a general form a caution which I have very often given to individual teachers, which is, that they are not sufficiently careful of the property committed to their charge. Torn books, broken slates, a desk or cupboard full of remnants, is a disgrace to any teacher. Habits of order and neatness, and a respect for the property of others, are among the earliest lessons that ought to be inculcated to the young by example even more than by precept. After 11 years' experience, casting my eye over my district, I can recall no school that was successful as regards the after career of its scholars that was not neat, orderly, and methodical; very few who have been otherwise have had even occasional success.

In connexion with the apparatus I wish to recommend to those schools in my district which are not as yet provided with it the large slate clamped into the wall at some convenient situation, generally over the fire-place.

This article is more useful than a black board, less expensive, and less liable to be broken than the ordinary swing slate. For writing books, I have found a modification of No. 5. Muhlhauser's series the most useful copy book for ordinary elementary schools.

The lines are ruled one eighth of an inch apart throughout. No copies are printed at the head of the page. A copy book so ruled is available for any sort of handwriting. What is large hand to a forward girl of 7 is but round text to the

awkward ignorant boy of 11, and what would be large-hand to him is utterly unattainable by her. Why cramp the two, Procrustes-like, to the same ruled copy book? Muhlhauser's ruling affords the means of proportioning the task to be executed to the powers of performance.

Books ruled on his system enable the teacher to set any copy (or give any model of a copy) on any page of the copy book.

I am still more inclined to recommend these books, because they are useful for other purposes; viz., for dictation and arithmetic. For either object, when the slate is used, there is a certain degree of negligence among the more advanced pupils, because they imagine they can do it well, and know that they can rub off and correct any mistake that occurs from heedlessness. Now if their dictation is on paper, and their ciphering also on paper, in copy books such as I have described, they cannot get rid of the error once committed. They do not daily like to bring up a blurred and blotted copy book to their teacher, and they think twice before they write a word or set down a figure. A habit of thought is thus fostered. These books are also available for the purpose of writing from memory when required.

Currency of writing, and by this I mean the power of writing readily what can easily be read, is only to be acquired by practice.

Among the middle and upper classes that practice is of daily occurrence. Among the labouring class the occasions for writing are but rare. If, therefore, we wish them to be able to write at all, they must get the practice while in school, as they have no chance afterwards.

The same holds as regards ciphering. The power of handling figures to the extent of the four compound rules is all that in the majority of cases is requisite (in order to do this satisfactorily instruction to a higher point is necessary); but how much is lost to them if the figures are not well formed, thereby occasioning mistakes which would not have occurred if they had been accustomed to work upon paper.

Of the general condition of the workhouse education in my district, I can speak favourably, subject to the drawbacks inseparably connected with workhouse education. The isolation of the children from the outer world has one injurious effect. Under the circumstances of the case it cannot be otherwise. Their possible inter-communication with the most depraved of either sex, extracted from a large area, and the varying conditions under which they are admitted to the schools, render the labour of the teacher very irksome, and requires

some exercise of Christian charity on the part of those connected with the schools.

I have in former reports alluded to the utter and entire ignorance which children who for the first time enter these schools display. My experience of the past year is of the same nature. There is no amount of heathenism of which an example could not be furnished by almost every union in my district from among those who first enter it.

As I have remarked before, there is a class which your Lordships' measures do not as yet reach, and which no parliamentary enactment with which I am acquainted can reach. The admission of these children is a great benefit to themselves, but a drawback to the school, and a stumbling-block to the teacher.

In girls' schools for the past two years an evil has again crept up, which tells more particularly against the smaller schools, whether girls' or mixed. Owing to the small number of able-bodied women in a workhouse, the elder girls are employed, in school hours or out of school hours, in the ordinary work of the house. None of the Poor Law regulations are infringed, probably, except Article 114.

This evil, I fear, may increase during the present year. If boards of guardians would bear in mind that the interest of the ratepayers whom they represent is better consulted by relieving them of what may become a permanent charge than by effecting some temporary economy, they would see that it would be far better to retain these girls within their own ward, giving them such industrial instruction (now most liberally assisted by your Lordships) as is consistent with a total separation from the other inmates of the house, which cannot be when they are employed either in the kitchen or in other wards of the house.

The kitchen, in my opinion, is the worst possible place for the employment of workhouse school girls. There is nothing to learn of the culinary art, but a good deal of the art of petty thieving. In most workhouses the kitchen is in the centre of the building, with which the wards on all sides respectively communicate.

Whatever care may be taken, the kitchen is and ever will be the room of call of all those inmates of the house who have free access to the master and matron. In the kitchen also, bodily strength is more requisite than moral character, so that where a paid cook is not employed the female pauper who is best able to lift heavy weights and go through a large amount of work without difficulty is selected for the post of cook, and

the girls placed under her may soon learn all she knows, whatever that may be.

If they are employed in the master's kitchen they have some better chance. They do learn tidy and orderly habits; but I fear that in some cases it does happen that the master or matron are unwilling to part with a useful servant, although it may further the child's interest.

I append two statements from two distinct portions of my district, and one from an industrial school. They are similar to those returns printed last year.

They show in what way children from well-managed work-house schools have conducted themselves after they have left the house.

The result on the whole is encouraging; but I must note that in each case the separation from the adult inmates is complete.

They also show how little can be expected from any special industrial training. To render a child willing to labour as part of its duty in this world, and physically capable of performing such tasks as may reasonably be required of it, is all that we can expect to accomplish. Special industrial training, that is to say, training for any particular trade or pursuit, either in connexion with the workhouse school or any other similar institution, is futile, and defeats its own object.

I will again draw your Lordships' attention to the very erroneous practice of requiring the workhouse schoolmaster to act also as industrial superintendent. The same objection does not apply with equal force as regards the workhouse schoolmistresses, in so far as sewing and knitting are concerned; but for the schoolmasters the objections are patent on the face of it. The ordinary industrial occupations are field work, tailoring, and shoemaking. A man may be a very good schoolmaster, able to mould the minds of his pupils in the way of God, in a desire to earn their own living, in a wish to be serviceable to their neighbours and themselves,—he may teach them the degradation of voluntary pauperism, and stimulate them to emerge from it,—and yet not be a gardener, a tailor, or a shoemaker.

This species of Mezentian compact has crippled some of my more important schools. At the same time every workhouse school comprises a certain number of children unable to work as well as those who are able. If the schoolmaster is to be the industrial superintendent also, one or the other portion of these children must be neglected.

In the course of the past year I have visited six reformatory and industrial schools.

Among those referred to me was a female industrial school at Bristol, which I regret did not fall within the purview of your Lordships' regulations. It was a school especially for girls, of which there are too few at present in operation. The three reformatory schools I have visited are those at Brampford Speke near Exeter, Eling near Southampton, and at Shinfield near Reading.

In each the system pursued seems to be similar; guiding, not coercion, is the rule.

Much interest is taken in the actual progress of each youth, and efforts are made to procure suitable employment for them when they are able to leave the institution. Hitherto I believe the majority who have left them have done well, and it is a gain to the country that so much should have been effected with such slender means. These schools will next year fall exclusively under the supervision of the Rev. Sydney Turner, whose larger experience in this subject, and whose connexion with all the reformatory schools in England, will enable him to suggest and carry out matters of improvement in detail, which are not within the knowledge or power of your Lordships' inspector.

While visiting these schools, I have carefully noted those who had at any previous period been inmates of a workhouse. At Brampford Speke there were 2; at Eling, 1, and at Shinfield, 2, one of these latter not belonging to the county.

As at present situated, there is enough of rough hard work in each of these three establishments for the youths to find ample occupation; but I fear that when the land and fences have been well tilled and rounded off there will be too much of a routine character, and too little requiring physical exertion, to meet the wants of this class of scholars. As long, however, as the feelings of the public in the locality are interested in their favour, the result will be satisfactory.

In the Sutcliffe industrial school at Bath there is one practice which is worthy of imitation, the youths are allowed to go out to deliver the articles manufactured in the school, and receive their value from the purchasers, and on many occasions they obtain further orders. I do not know that any loss has resulted to the establishment from thus confiding to their honesty, and it has the advantage of raising up in them the feeling of being trustworthy. If in all schools the end to be attained was more steadily kept in view than is usually the case, the object would be better accomplished.

I append a table (*See Appendix A.*), showing the number of children receiving instruction in the different workhouse

schools of the counties within my district. The total for this year is 7,585. In the year 1848 the number was 11,987.

This year the number of children of both sexes over 12 years of age is 1,412; in the year 1848 they were nearly double that number.

If your Lordships' efforts were somewhat more zealously seconded by persons locally interested in the matter, I should not despair of seeing even this number greatly diminished.

I have little to add in the way of information upon the subject of district schools.

There are but 2 regularly formed district schools in my district under my inspection; but the schools of the Oxford incorporation at Cowley, and of the Wycombe Union at Bledlow, partake of the nature of district schools. Cowley does not flourish; Bledlow, though a far inferior building, is well managed and successful.

The Farnham and Hartley Wintney district school, now at Crondall, is not in a satisfactory state, although with buildings erected ad hoc and a fair space of land. The Reading and Wokingham district school located at Wargrave in very inferior buildings (an old workhouse of 30 years ago) is doing well.

In all these cases the difference arises from the difference of management.

With a good superintendant, properly supported by his board of managers, a district school will work well, and to the advantage of the ratepayers; but under the present mode of nominating managers it is by a mere chance that the fittest men are obtained. The saving of present outlay is more studied than prospective advantage.

This may be a right theory for dealing with adult destitution, but I doubt whether it is a correct one when applied to juvenile pauperism.

I annex a certain number of garden accounts which I have received from various unions in my district, in answer to a circular similar to the one communicated last year. (*Vide Appendix C.*)

The pecuniary result is in each case satisfactory, but I am struck with the varied manner in which these accounts are drawn up. It is to be regretted that some simple form common to all is not imposed by superior authority.

The cultivation of land in connexion with a workhouse renders profitable that labour which must be maintained, and which unused is profitless.

If it could be shown year by year from authentic returns in a regular form that the labour of the boys in a workhouse

would go a great way towards paying for their own maintenance, there would be less objection, on the one hand, towards taking land for the purpose of cultivation, as at Totnes in Devonshire, and perhaps less disinclination to give the result of their experience, as at Bideford in the same county.

The net result from each acre of land cultivated by the boys averages upwards of 10*l.* an acre.

If we consider that two most important items of expenditure, viz., labour and manure, are necessarily at hand in a workhouse, there is nothing to occasion surprise in this result.

I have the honor to be, &c.

JOSHUA RUDDOCK.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

	BOYS' SCHOOLS.						'GIRLS' SCHOOL.						MIXED SCHOOLS.											
	Under 7.	7 to 9.	9 to 12.	Over 12.	Total.	Admitted.	Dismissed.	Average.	Under 7.	7 to 9.	9 to 12.	Over 12.	Total.	Admitted.	Dismissed.	Average.	Under 7.	7 to 9.	9 to 11.	Over 12.	Total.	Admitted.	Dismissed.	Average.
BERKSHIRE -	53	74	84	68	279	274	225	280	102	63	100	61	323	320	341	323	2	4	11	8	25	14	16	24
BUCKS (Wycomb) -	3	20	9	20	52	53	53	51	—	3	18	19	40	38	40	40	—	—	—	—	—	—	—	—
DISTRICT SCHOOLS -	19	20	39	40	118	101	89	119	23	23	39	33	125	100	106	136	—	—	—	—	223	225	250	227
CORNWALL -	58	40	54	12	164	160	163	160	67	44	59	36	206	245	275	223	91	50	63	29	264	304	319	305
DORSETSHIRE -	9	17	24	12	62	83	98	72	23	10	25	6	67	76	104	78	98	55	71	40	264	304	319	305
DEVONSHIRE -	82	154	223	110	569	554	499	525	227	105	147	54	533	741	729	537	58	37	23	16	139	163	167	120
GLoucestershire -	3	37	86	46	172	106	140	201	—	59	66	38	163	89	105	156	62	—	—	—	63	115	107	68
Hampshire -	50	130	198	108	486	307	294	455	154	150	154	83	520	381	393	534	113	53	71	58	296	321	328	308
OXfordshire -	24	59	74	43	200	192	175	200	53	32	46	46	176	308	233	192	13	16	26	12	67	65	68	70
SOMeretsHire -	47	143	211	126	527	533	551	514	223	121	185	115	644	767	767	596	102	39	33	12	185	413	406	305
WILTshire -	10	43	56	39	146	238	231	192	57	37	47	35	176	263	232	174	303	133	150	97	541	546	733	459
	358	737	1,038	634	2,787	2,619	2,547	2,729	936	629	966	535	3,976	3,234	3,435	2,993	741	376	468	323	1,533	2,476	2,464	1,783

Grand Total.—Boys' schools 2,767
 Girls' " 2,976
 Mixed " 1,823
 7,566

APPENDIX B.

LIST of GIRLS who have been placed out to service since 1850.

Names.	Date of Discharge.	How disposed of.
Burrows, Elizabeth -	Nov. 1850	At service in Fishponds; bears an excellent character.
Burrows, Phebe -	April 1853	In a China-shop; gives great satisfaction.
Bowen, Elizabeth -	Aug. 1851	At service in Wine Street when last heard of.
Brown, Maria -	Sept. 1852	Doing well at service.
Batemen, Hannah -	March 1853	Working in the cotton factory.
Bailey, Jane -	June 1854	Removed to able-bodied ward, imbecile, since dead.
Combe, Sarah Ann -	April 1850	Left with her mother; became a pupil-teacher in a national school in Devonshire.
Clarke, Eliza -	Oct. 1851	At service in Stoke's Croft; bears an excellent character.
Clarke, Mary Ann -	June 1857	Nurse-maid; doing well.
Clifford, Eliza -	July 1854	Unknown.
Crowden, Ann -	Oct. 1855	Nurse-maid, living in Bath; doing well.
Clarke, Levinia -	April 1853	Placed at service by her mother.
Chapman, Ann -	March 1857	A very good girl; taken by an uncle.
Curtis, Jane -	April 1857	Gone to service from the wards.
Dunn, Emma -	Feb. 1851	Turned out badly.
Dove, Sarah -	Dec. 1856	Doing well at service on Kingsdown.
Fox, Maria -	July 1850	Went to service; since married.
Farnham, Emma -	Aug. 1854	Went to service at Ashley Road; doing well.
Green, Eliza -	Oct. 1855	{ Parlour-maid and nurse-maid in Bath: their mistress gives them a most excellent character.
Green, Emily -	1856	
Handcock, Caroline -	Jan. 1851	In a chemist's on Kingsdown; a very good girl.
Hayman, Louisa -	May 1852	Taken out by her mother; going on well.
Hanes, Eliza -	1852	Went to service; now married.
Hobbs, Hester -	March 1853	Doing very well.
Higgs, Mary Ann -	Oct. 1854	Returned from service; since gone out.
Hanks, Sarah -	Nov. 1856	Living on Ashley Road; doing well.
Halloway, Jane -	Dec. 1857	Gives satisfaction.
Hyder, Ann -	Sept. 1853	Taken out by her grandmother to assist her in a public house.
Inmen, Emma -	Sept. 1850	Was parlour-maid with the late chaplain for three years; returned through scrofula.
Jenkins, Elizabeth -	Dec. 1851	Has had several places.
Knowles, Emma -	Sept. 1850	{ Cook and nurse-maid in a family, Marlborough Hill Villas, St. John's Wood, London; the mistress writes they give great satisfaction.
Knowles, Anna -	Aug. 1856	
Kinnaird, Eliza -	Oct. 1854	Returned; placed in able ward: out a second time: on return, in worse class ward; since left.

List of Girls, &c.—continued.

Names.	Date of Discharge.	How disposed of.
Kingdom, Ann M. -	Oct. 1856	Returned.
Lawton, Louisa -	May 1851	At service in Clifton; doing very well.
Lee, Sarah -	July 1853	Does not remain in her place.
Long, Emily -	Sept. 1853	Has had several places.
Lewis, Sarah Ann -	Nov. 1852	Unknown.
Loweter, Mary A. -	Feb. 1855	Shoebinding; doing well.
Loyd, Anna Maria -	July 1856	Taken by her grandmother to London; hear from her.
Lewis, Martha -	Aug. 1856	A steady girl.
M'Lean, Elizabeth -	July 1853	In a washhouse.
M'Lean, Ann -	Sept. 1852	Nurse-maid in a gentleman's family, Clevedon; bears an excellent character.
M'Cormack, Sarah -	May 1853	In a washhouse.
Moxey, Emma -	Sept. 1853	Had several places.
Moxey, Ellen -	April 1856	Nurse-maid; doing well.
Norton, Eliza -	April 1852	Unknown.
Nourish, Sarah -	Jan. 1858	Nurse-maid in Clifton.
Owen, Frances -	July 1854	Do. do.
Owen, Caroline -	Aug. 1854	Apprenticed by her mother.
Oneal, Emily -	„ 1855	Servant in a lodging-house in Clifton.
Price, Angelina -	May 1853	Unknown.
Porter, Mary A. -	Sept. 1857	Returned with a bad character.
Parry, Mary A. -	May 1856	Was living with a dressmaker.
Parry, Elizabeth -	Feb. 1853	With a shopkeeper, Laurance Hill.
Palmer, Mary A. -	June 1857	Placed at service by their mother.
Palmer, Matilda -		
Rodway, Ann -	April 1852	Unknown.
Smart, Temperance -	Aug. 1851	Taken to London by an uncle and apprenticed to an upholsterer.
Smith, Harriet -	June 1851	Went to service; know nothing of her.
Hupton, Eliza -	Aug. 1851	Went to service; since gone to America with an aunt.
Tunks, Ann -	Sept. 1850	Unknown.
Tyler, Mary Jane -	Oct. 1851	Went to service; lost her character.
Thick, Emma -	Jan. 1856	Nurse-maid in Clifton.
Turner, Mary -	Sept. 1857	At service; doing well.
Tranter, Mary A. -	March 1855	Placed at service by her mother.
Treader, Emily -	May 1853	Gives great satisfaction.
Treader, Mary A. -	- -	Has had several places.
Vale, Anne -	June 1850	At service; doing well.
Vaughan, Rebecca -	Sept. 1853	In the Bristol Penitentiary when last heard of.
Webb, Emma -	July 1850	At service: a very steady girl.
Williams, Mary -	Dec. 1851	An abandoned character.
Watkins, Frances -	Feb. 1851	Married from service.

List of Girls, &c.—continued.

Namks.	Date of Discharge,	How disposed of
Wittiger, Eliza -	Nov. 1851	Working in the cotton factory.
Williams, Agnes -	June 1852	Returned from service; gone out again.
Walters, Elizabeth -	Nov. 1856	Went to service; know nothing of her.
Williams, Louis -		Housemaid in Clifton.
Weeks, Mary A. -	May 1856	Maid of all work; doing well.
Williams, Mary J. -	April 1857	Taken by an aunt.

The following have been removed to the able-bodied wards from the schools.

Names.	Date of Discharge.	How disposed of.
Skepton, Mary -	June 1854	Idiotic.
Yoe, Louisa -	" "	Subject to fits.
Little, Amelia -	" "	Diseased with scrofula
Hart, Sarah A. -	1855	Cripple.
Noland, Ellen -	" "	Weak in intellect.
Hanes, Martha -	April 1857	Sore Hand.
Hungerford, Caroline	Jan. 1853	Nearly blind.
Vaughan, Elizabeth -	" "	Weak intellect.

BRISTOL.

PENNYWELL LANE INDUSTRIAL SCHOOL.

ACCOUNT of the Boys who have left the School during the Years 1856, 1857, 1858.

No.	Name.	Age at leaving.	Date of leaving.	Time in the School.	Where now employed.	Character from Employer.	Remarks.
1	Joseph Henson	13	Jan. 1856	2½ years	Mr. Turner's glue manufactory	Good	4s. per week.
2	Benjamin Star	11	Do.	4 months	-	-	Gone to the union.
3	Henry Lawrence	12	Feb. 1856	1½ years	Tip factory	Good	4s. 6d. per week.
4	Abram Fraye	12	Do.	1½ years	Shoemaker	Good	Apprenticed to an uncle.
5	Emmanuel Hopes	12	Mar. 1856	2 years	Mr. Smith, draper	Good	3s. 9d. per week.
6	Edwin Ellis	14	May 1856	3 months	-	-	This boy could not be kept at school in consequence of his mother continually fetching him away on some trivial excuse. He is now in prison.
7	Charles Poole	14	June 1856	4 years	H. M. Navy	Good.	-
8	Alfred Hanks	14	Do.	6 months	Cotton factory	Bad	4s. 8d. per week
9	Walter Prior	14	Do.	1 year	Unknown.	-	-
10	David Edey	13	Do.	6 months	-	-	Left the town with his family.
11	John Walters	13	Do.	1 year	Messrs. Wilson & Lottimer, hatters	Good	5s. 6d. per week.
12	Daniel Briggs	13	Do.	2 years	-	-	Sent to national school in consequence of the improved condition of his father.
13	Aaron Turner	14	July 1856	4 years	Jones and Co., drapers	Good	9s. per week.
14	George Jones	14	Do.	3 years	Mr. Plenty, skinner, Pennywell Lane.	Indifferent	5s. 6d. per week.
15	James Palmer	14	Sept. 1856	5 years	H. M. Navy	Good.	-
16	John Selman	13	Oct. 1856	2 years	Cotton factory	Fair	3s. 6d. per week.

17	John Clarke	-	12	Nov. 1856	1 year	Unknown.	-	-	-
18	Joseph Joslin	-	11	Do.	2 months	Unknown.	-	-	-
19	George Burgess	-	11	Do.	1½ years	-	-	-	-
20	Charles Jones	-	14	Jan. 1857	3 years	Shoebblacking	-	Good	His friends now in a position to send him to a national school.
21	John Knight	-	15	Do.	4 years	Messrs. Derhams, shoemakers	-	Good	7s. to 8s. per week.
22	John Grant	-	13	Mar. 1857	3 months	-	-	-	5s. per week.
23	Paul Dale	-	12	Do.	2 weeks	Unknown.	-	-	His friends now in a position to send him to a national school.
24	George Taylor	-	15	Sept. 1857	5 years	Cabin boy on board Severn packet	-	Good	1s. 6d. per week, with food and lodging.
25	Thomas Headford	-	15	Dec. 1857	3 years	-	-	-	6s. per week.
26	James Martin	-	14	Do.	4 years	Messrs. Derhams, shoemakers	-	Good	6s. per week.
27	Alfred Jones	-	14	Do.	2 years	-	-	-	6s. per week.
28	Henry Stancomb	-	16	Do.	6 years	-	-	-	8s. per week (one leg).
29	John Bartlett	-	13	Do.	2 months	Discharged	-	-	-
30	Bartholomew Peachey	-	14	Feb. 1858	4 years	Messrs. Derhams, wholesale shoemakers.	-	Good	5s. per week.
31	Francis Hemmings	-	14	Do.	3 years	-	-	-	-
32	Henry Bolton	-	13	Do.	1 year	-	-	-	-
33	George Mullins	-	12	Do.	2 years	-	-	-	-
34	Charles Barnes	-	12	Do.	1 year	-	-	-	-
35	William Norman	-	13	Mar. 1858	2½ years	Messrs. Derhams, shoemakers	-	Good	Discharged, their friends being now able to send them to a national school.
36	William Turner	-	15	Do.	4 years	Apprenticed to a brother-in-law as painter, &c.	-	Out of Bristol.	This brother-in-law married a sister of Turner's who was on the town, but who now makes a good wife.
37	George Stancomb	-	11	Do.	1 year	Unknown	-	-	Left the school without assigning any reason.
38	Samuel Brown	-	14	Apr. 1858	4 years	Messrs. Derhams, shoemakers	-	Good	8s. per week.
39	Joseph Bell	-	13	Do.	3 years	-	-	-	-

N.B.—The boys at Messrs. Derhams are allowed to sleep and have their meals at the school until they receive 5s. per week, for which they pay to the Committee three fourths of their earnings.

BRADFORD (WILTS).

List of Boys who have been placed out to service since 1851.

Name.	Date of Discharge.	How disposed of.
Cantolls, Henry	Aug. 1851	Removed by parents.
Lewis, Alfred	Sept. 1851	Obtained a situation as gardener to a gentleman; conduct very good.
Wickham, Edward	Nov. 1851	Obtained work in a cloth factory; conduct very bad.
Mead, Henry	March 1852	Obtained a situation at a baker's, where he is at present receiving 15s. per week.
Martin, George	Feb. 1852	With a chimney sweep; still in the same place.
Fisher, James	Dec. 1851	Unknown.
Cook, William	July 1852	As errand boy to a butcher, at present working in Bath. A good boy.
Derrett, John	May 1852	As groom to a gentleman, by whom he was discharged for dishonesty, and afterwards enlisted.
Spencer, Thomas	June 1852	Unknown.
Derrett, Frederick	July 1852	Obtained a situation with a shoemaker; conduct very bad. Returned several times to the workhouse, and on one occasion suffered imprisonment with one or two others for breaking windows and other refractory conduct in the workhouse. He has lately enlisted.
Harding, Gideon	Aug. 1852	A very good boy. He has been living at an hotel during the last three years, and I believe is saving money.
Gain, John	Aug. 1852	As farm servant to one of the guardians, with whom he lived some time; and had a good character, but owing to subsequent intemperate habits he has been living in a very indifferent manner.
Earle, Samuel	Aug. 1852	Imbecile. Removed to men's ward.
Dory, John	Jan. 1853	Gone to America.
Wilkins, Gideon	Feb. 1853	With a chimney sweeper, which situation he still holds, and gives great satisfaction.
Bollen, Moses	March 1853	As farm servant, in which place he lived some time. He has since been apprenticed to a thatcher.
Marks, Frederick	Dec. 1853	Taken out by father.
Staples, John	Dec. 1853	Taken out by father.
Keene, James	Nov. 1853	Removed by mother.
Webb, Stephen	Jan. 1853	Unknown.
Howe, John	April 1853	Removed by father; a good boy; earning good wages in Wales.
Alderwick, Henry	Aug. 1853	Obtained a good situation in London, which he left and returned to the workhouse, and afterwards lived as farm servant to one of the guardians, to whom he gave great satisfaction. He is now working in Wales.
Bolwell, George	Sept. 1856	A very bad boy; obtained a very good situation, but proved very dishonest.
Kick, Thomas	May 1853	Removed from situation by mother.
Deverell, Moses	April 1853	Obtained work in a brickyard. He makes the workhouse his home during the suspension of work in the winter, and returns to it again in summer. A good boy.
Brewer, Robert	May 1853	Obtained one or two situations; he is now filling a very good one at a draper's; conduct fair.
Brewer, George	April 1853	Obtained work in a brickyard, but has since been apprenticed to a butcher.

List of Boys, &c.—continued.

Name.	Date of Discharge.	How disposed of.
Nutt, James	Sept. 1853	As errand boy to a butcher; conduct fair.
Bolwell, William	Nov. 1853	With a baker; conduct fair.
Collins, George	March 1854	With a chimney sweeper for a short time, by whom he was discharged for theft. Returned to the workhouse, and subsequently left with his mother.
Fricker, Arthur	Aug. 1854	Removed to London by relatives; returned again to the workhouse; taken out by grandmother and obtained a situation, but being a bad boy he soon left it.
Horlor, Isaac	Aug. 1854	Absconded; but since gone to America to his father.
Lewis, James	Aug. 1854	Absconded.
Rogers, Frederick	May 1854	An indolent dirty boy, and occasionally returns to workhouse.
White, Charles	Oct. 1854	Removed by grandmother.
Rich, Edward	Dec. 1854	Unknown.
Ricketts, Harry	April 1856	Removed to "Greenwich Naval School;" a very good boy.
Norrs, William	June 1855	Went to Bristol as a sweep; absconded; now in Trowbridge in the same capacity.
Rogers, Job	June 1855	With a chimney-sweeper for a short time; a bad boy.
Coombes, William	Oct. 1856	Removed by relatives
Godwin, James	May 1857	As mortar boy, but at present in his uncle's employ as barge boy on the Kennet and Avon canal; conduct fair.
Jones, James	May 1857	Working for his uncle; a very good boy.
Lewis, Andrew	May 1857	With a chimney-sweeper; a good boy.
Rogers, Moses	July 1857	As farm servant to one of the guardians; conduct good.
Mees, William	Aug. 1857	As page to a clergyman, to whom he gives great satisfaction.
Hendy, John	Aug. 1857	Absconded.

A LIST of GIRLS who have been placed out to service since 1851.

Name.	Date of Discharge.	How disposed of.
Shepherd, Maria	Aug. 1851	To a laundress; conduct unknown.
White, Martha	Aug. 1851	Removed by relatives.
Burgess, Mary Ann	Nov. 1851	To a laundress, whose service she left, and returned to workhouse, where she is at present, with two illegitimate children.
Derreck, Mary Ann	Aug. 1851	To a laundress; conduct unknown.
Weeks, Mary	Nov. 1851	Taken out by father.
How, Hannah	Nov. 1851	Obtained a situation, which she left, and returned to the workhouse again. She is now in Wales as a prostitute.
Simmons, Esther	Dec. 1851	As nurse-maid; a good girl.
Hains, Mary	Jan. 1852	Obtained a situation with a lady in Bath; a good girl.
Mead, Martha	March 1852	Removed to women's ward.
Dainton, Hannah	April 1852	As nurse-maid; returned once to the workhouse. She is at present in service; conduct fair.
Guishford, Susan	April 1852	As nurse-maid; a very good girl.

List of Girls, &c.—continued.

Name.		Date of Discharge.	How disposed of.
Mead, Maria	-	May 1852	As servant to a weaver. Returned to the workhouse, and obtained another good situation, which she left in disgrace, and is at present in the workhouse with one illegitimate child.
Wilkins, Sarah	-	May 1852	Filled two or three situations, and is at present engaged as maid-of-all-work in a farm-house. Conduct fair.
Moody, Eliza	-	Aug. 1852	In the service of one of the guardians as maid-of-all-work, where she has continued from the time she left the workhouse.
Morris, Jane	-	Aug. 1852	As nurse-maid, but compelled to return to the workhouse owing to weak eyes. She is now living as servant in a private family, and is a very good girl.
Higgins, Mary Ann	-	April 1853	As servant at a public house for some time. At present living at a farm-house, and doing well.
Martin, Anne	-	Oct. 1854	Obtained two or three situations, the last of which was as nurse-maid, but owing to its not being convenient to her mistress to keep her, she returned again to the workhouse; conduct fair.
Barns, Elizabeth	-	Sept. 1854	Removed by mother.
Deverill, Emily	-	Sept. 1854	Removed by mother.
White, Jane	-	Sept. 1854	Removed by father, and has since been living a very bad life.
Cooper, Thirza	-	Sept. 1854	Removed by mother, and is living a bad life.
Bollen, Sarah	-	Sept. 1854	As nurse-maid; a good girl.
White, Martha	-	Sept. 1855	To a laundress, with whom she is still, and bears a good character.
Sydney, Ruth	-	Jan. 1856	As nurse-maid; but not a very good place, although she has remained there from the time she left the workhouse.
Bodmin, Emma	-	Jan. 1856	Removed by mother, and afterwards obtained a situation, which she now holds, and is a very good girl.
Nutt, Fanny	-	June 1856	Removed to women's ward. A cripple.
Bryant, Sarah	-	June 1856	Removed to women's ward. Deformed.
Crisp, Elizabeth	-	Feb. 1857	To a tailoress, and afterwards to a laundress with whom she now lives, and conducts herself well.
Norris, Anne	-	June 1857	As servant at a farm-house. A very good place, but discharged in consequence of her bad conduct, and is at present in the workhouse.
Gibbs, Catherine	-	June 1857	Servant at a farmhouse, and a very good girl.
Dainton, Sarah	-	June 1857	As servant at a public house, and gives great satisfaction.
Jones, Elizabeth	-	Aug. 1857	As nurse-maid at a public house, which situation she left and went home to her friends; conduct fair.
Godwin, Elizabeth	-	Dec. 1857	As nurse-maid in a good family, and at present giving satisfaction.
Nott, Jane	-	Oct. 1857	Servant at a farm-house under a very good mistress; a good girl.
Freeman, Laura	-	Mar. 1858	Nurse-maid at a farm-house, and at present doing well.

APPENDIX C.

COPY OF CIRCULAR ADDRESSED TO CLERKS OF UNIONS.

SIR,

*Education Department,
Council Office, London, 16th March 1858.*

I SHOULD feel obliged if, with the consent of your Board of Guardians, you could furnish me with the following information respecting the land attached to your union workhouse :—

1. A detailed account of the gross receipts and expenditure ?
2. Quantity of land under cultivation ?
3. Nature of the produce ?
4. How disposed of, whether sold or consumed in the house ?
5. If consumed in the house, how charged ?
6. Whether the boys are employed on the land—how many, and whether they work with, or apart from, the adult paupers ?
7. Whether there is a special agricultural instructor, and if not, how the field work is superintended ?

The account asked for in query No. 1. should, if possible, be brought down to the 25th of March 1858, but any account will be of value.

Faithfully yours,

(Signed) JOSHUA RUDDOCK,
Her Majesty's Inspector of Schools.

Names of Unions to which Circular was sent.

Alderbury.	Clutton.	New Forest.
Axbridge.	Crediton.	New Winchester
Axminster.	Easthampstead.	Oxford Industrial.
Banbury.	Faringdon.	Penzance.
Basingstoke.	Henley.	Reading and Wo-
Bath.	Highworth and	kingham.
Bedminster.	Swindon.	Redruth.
Bideford.	Honiton.	South Molton.
Bradford.	Hungerford.	Thame.
Bristol Incorpora-	Isle of Wight In-	Truro.
tion.	corporation.	Wallingford.
Calne.	Keynsham.	Wantage.
Chard.	Malmesbury.	Wells.
Chippenham.	Melksham.	Williton.
Clifton.	Newton Abbot.	Wymcombe.
Cookham.		

ALDERBURY.

SIR,

Alderbury Union, 29 March 1858.

I HAVE forwarded as near as I can the particulars according to your inquiries, trusting they may be of service.

Your, &c.

J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

(Signed) CHARLES PERRY,
Master.

- Query No. 1. Seed potatoes, beans, and other small seeds, about 2*l*. ; and five bags potatoes, I save, as near as I can, of my own produce.
- " 2. Not quite one acre.
- " 3. Potatoes, cabbage, beans ; potatoes 40 and 50 sacks.
- " 4. Consumed in the house.
- " 5. Common fund.
- " 6. No boys employed in the garden ; old men generally employed.
- " 7. No superintendent or instructor.

AXBRIDGE.

SIR,

Axbridge, 22 April 1858.

WE feel much pleasure in having it in our power to furnish you with the statement herewith sent, and trust to show you in our next report the number of boys that have been taken from the workhouse of this union, in three years, as farmers' servants, in consequence of their being employed in field labour pursuits, a question we take the liberty of submitting is essential to be asked of all unions under your inspection.

We are, &c.

J. Ruddock, Esq.
H. M. Inspector of Schols.

(Signed) RD. and R. B. TREW,
Clerks.

STATEMENT OF AGRICULTURAL LABOUR ACCOUNT from March 1857
to March 1858.

15 March 1866.

Dr.		Cr.	
	£ s. d.	£ s. d.	
Seed, peas - - - -	3 8 0	By peas sold - - - -	21 0 0
Seed, barley - - - -	3 12 0	" barley sold - - - -	16 5 0
Seed, potatoes - - - -	9 1 0	" turnips sold - - - -	4 0 0
Seed, wheat - - - -	1 14 7	" apples sold - - - -	0 18 0
Rent paid and owing - - - -	21 5 0	" seed, potatoes - - - -	34 0 0
Labour - - - - -	4 0 3	" produce of land consumed in	
Rates, &c. - - - - -	1 17 0½	the workhouse, and debited	
Lime for manure - - - -	7 16 0	to maintenance - - - -	24 5 0
Profit - - - - -	47 14 1½		
	£100 8 0		£100 8 0

Quantity of land under cultivation, 7*½* A. 2*℞*.

Nature of produce, peas, barley, turnips, &c., as above.

Consumed and sold, as above.

Boys alone employed, 12 in the morning, and 12 others in the afternoon.

There is a special agricultural instructor.

(Signed) RICHD. and RD. B. TREW, Clerks.

AXMINSTER.

SIR,

Union Office, 2nd June 1857.

In answer to your letter concerning the produce of the garden of the Axminster union workhouse, I beg to enclose you copy of the master's report for the year ending Lady-day 1856.

I am, &c.

J. Ruddock, Esq.

(Signed)

JOHN SAM. HELLIER,

Her Majesty's Inspector of Schools.

for the Clerk.

To the Guardians of the Axminster Union.

GENTLEMEN,

Union House, 27th March 1857.

I HAVE the pleasure of laying before you for your information, a balance sheet of the garden produce for the year ending Lady-day 1857, which I trust will be satisfactory to you.

The quantity of land originally cultivated was about half an acre, but a large piece of garden on the south side of the house, and a portion on the west side, was last year brought into cultivation; therefore, the whole of the garden, three quarters of an acre, will be cropped this year, and I hope will produce satisfactory results.

You are aware that the soil (a stiff clay) is very difficult to manage; the boys work hard to turn it up with the spade, and a considerable portion being made ground of the same subsoil, the produce of which has up to this time barely paid the expense of cultivation.

Three years ago you allowed me to construct three tanks covered in at the lower end of the garden, to catch and economize the sewerage of the house, which will I believe pay you one hundred fold. I have now manure in abundance, and the right sort. I am very sanguine, by persevering exertions, to realize an increase on the profits.

The manual labour is done by the boys from 10 to 13 years, who, with the girls, obtain places at the age of 13 years out of the union workhouse. Here, gentlemen, let me remark, that I have during four years and a half placed out 55 boys and girls; and, to the best of my knowledge and belief, only three have left their situations in disgrace; the others are gaining an honest and industrious living. I can assure you this fact gives me the greatest pleasure. I believe you can bear testimony to this truth of the general good conduct of our boys and girls in service. The younger boys assist in weeding, &c. &c., and sometimes one or two old men lend a hand; the boys and girls are not allowed to work with the men or women, except a girl two hours a day in the kitchen helping the cook. Mr. Colman, the school-master, superintends the whole garden department. I have nothing to do with it, only to give him scope and the right hand of encouragement.

The average number of boys from 10 to 13 years fit for work in the garden is six.

The blight fell heavily on the potato crop, and destroyed two-thirds; the fly was also very busy with the turnips, but except the potatoes I think we had an average crop.

I intend and hope to give you a complete detailed account of the receipts and expenditure next March, particularly so now I have the whole in cultivation; viz., wear and tear of implements, rent, rates, taxes, &c. &c.

All the produce is consumed in the house.

Yours, &c.

(Signed) ROBERT ORLEY, Master.

The account of the Receipts and Expenditure of the garden for the year ending Lady-day 1857.

DR.				CR.			
		£	s. d.			£	s. d.
1 oz. brocoli seed	-	-	0 1 0	24 cwt. parsnips, 2s. 4d.	-	-	2 16 0
1 oz. cabbage seed	-	-	0 0 8	312 lbs. onions	-	-	0 18 8
4 ozs. orange jelly turnip	-	-	0 1 0	21 cwt. turnips, 1s.	-	-	1 1 0
4 ozs. snow-ball turnip	-	-	0 1 0	194 cwt. cabbage, 2s. 4d.	-	-	2 5 6
4 ozs. swede	-	-	0 0 6	23 cwt. carrots, 2s. 4d.	-	-	2 13 8
1 oz. lettuce	-	-	0 1 0	17 bags potatoes, 6s.	-	-	5 2 0
oz. parsley	-	-	0 0 4	Brocoli, 200	-	-	-
Estimated value of garden rent	-	0	12 0	Beans, 4 bushels	-	-	1 10 0
				Pears, 5	-	-	-
				Leeks and winter greens	-	0	5 0
				3 bags potatoes for seed in store	-	0	18 0
				Other seeds in store	-	0	5 0
				Onions and parsnips in store	-	1	0 0
Balance for profit	-	17	17 4				
		£	18 14 10			£	18 14 10

SANBURY.**RETURN of GARDEN PRODUCE, &c., for the Year ended LADY DAY 1857.**

Gross Receipts and Expenditure.	Quantity of land under cultivation.	Nature of the produce.	How disposed of? Whether sold or consumed in the house?	If consumed in the house, how charged?	Whether the boys are employed on the land? How many? And whether they work with or apart from the adult paupers?	Whether there is a special agricultural instructor? And if not, how the field work is superintended.
<p>£ s. d.</p> <p>Receipts - 49 0 6</p> <p>Expenditure - 4 5 2</p>	About 2½ acres	Potatoes, cabbages, peas, beans, and other vegetables.	Consumed in the house.	Charged to provision account.	The boys are employed in the garden occasionally. And when so engaged, work separately and apart from the adult paupers. The number varies.	There is no special agricultural instructor. The field-work is superintended by the master, and in his absence, by some responsible person.

BASINGSTOKE.

SIR,

Basingstoke Union, 22d March 1858.

I HAVE sent you a detailed account of the gross receipts and expenditure of the land attached to our union workhouse for one year, as you requested:—

Dr.		Cr.	
	£ s. d.	£ s. d.	
Sold 3 qrs. of barley, paid treasurer	6 0 0	Rent - - -	16 10 0
Sold 2½ tons straw, paid treasurer	4 16 0	Tytha - - -	1 17 6
In store, 10 qrs. wheat, 48s per qr.	24 0 0	Poor-rate - - -	1 17 6
Used in the house, 200 bush.		Wheat seed - - -	1 12 0
potatoes, at 3s. per bush.	30 0 0	Barley seed - - -	0 17 6
Ditto, 10 bush. carrots	0 10 0	Garden seeds - - -	0 12 6
Ditto, 7 tons swedes	7 0 0	Profit on the land	87 19 6
Ditto, 3 tons turnips	3 0 0		
Ditto, onions and pot herbs	2 0 0		
Ditto, cabbages, brocoli and			
sprouts, 16 tons	30 0 0		
Ditto, 1 ton straw	2 0 0		
Ditto, ¼ ton hay	2 0 0		
	£111 6 0		£111 6 0

The quantity of chalk down land under culture is seven and a half acres, it supplies sufficient vegetables for the use of the house, which is charged in the consumption book, and what is sold compensates for the whole of the expenditure. The elder boys are employed on the land under the superintendence of the porter, and are not allowed to work with the adult inmates.

I am, &c.

To J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

(Signed) J. HARBOR.

BATH.

SIR,

Bath, 20 April 1858.

IN compliance with your request, I have now the pleasure of handing you the information asked for respecting the land attached to the workhouse of the Bath union.

1. ACCOUNT of the GROSS RECEIPTS and EXPENDITURE for the Year ended 25 March 1858.

DR.	£ s. d.	CR.	£ s. d.
To annual interest on cost of		By value of vegetables brought	
about 12 acres of land	60 0 0	into consumption, Michael-	
" tithe rentcharge, poor's rate,		mas half year	63 12 10
and land tax	9 2 5	" ditto, Lady-day half year	53 3 0
" wear and tear of tools, say (at		" mangold wurtzel sold	23 4 4
10 per cent.)	1 0 0	" portion of salary of industrial	
" garden seeds	2 5 5	teacher repaid by Govern-	
" superintendent's wages	31 4 0	ment	23 8 0
	103 11 10		
" profit	50 16 4		
Total	£163 8 2	Total	£163 8 2

2. The land under cultivation is about 12 acres.

3. The produce thereof is potatoes, cabbages, carrots, parsnips, mangold, &c.

4, 5. Wholly consumed by the inmates of the establishment, and brought into master's account, weekly, at market prices.

6. About 24 lads are employed, and apart from the adult paupers.

7. There is a special agricultural instructor.

It is computed that we have potatoes enough on hand to last until the new stock is fit to dig, irrespective of cabbages, parsnips, &c.

I remain, &c.,

J. Ruddock, Esq., (Signed) H. P. HULBERT,
Her Majesty's Inspector of Schools. Clerk of the Bath Union.

BEDMINSTER.

SIR, *Easton in Gordano, near Bristol, 30 April 1858.*

I BEG to forward the accompanying return, in compliance with your request, and to express my regret that I have been unable to send it before.

I am, &c.

J. Ruddock, Esq. (Signed) THOMAS COLES, Clerk.
Her Majesty's Inspector of Schools.

INFORMATION respecting the LAND attached to the UNION WORKHOUSE, brought down to the 25th March 1858.

1st. Receipts? 40 sacks of potatoes at 5s. per sack, 10l.

2nd. Expenditure? Rent, 3l. Seed potatoes, 9l. 2s. Manure, 11l. 6s.* Rates and taxes, 13s. 1d. Seeds, 2l. 3s. 3d. 26l. 4s. 4d.

3rd. Quantity of land under cultivation? 2½ acres.

4th. Nature of the produce? Potatoes, carrots, parsnips, cabbages, onions, peas, kidney beans, windsor beans, apples, pears, filbert nuts, gooseberries, currants, raspberries, &c.

5th. How disposed of? whether sold, or consumed in the house? Consumed in the house.

6th. If consumed in the house, how charged? The large potatoes were charged to the establishment, at the rate of 5s. per sack, but they were worth at least 10s. The small potatoes are given to the pigs; but no account is kept of them, nor the vegetables or fruit.

7th. Whether the boys are employed on the land? How many, and whether they work with or apart from the adult paupers? The boys are not employed on the land.

8th. Whether there is a special agricultural instructor; and if not, how the field work is superintended? There is no special agricultural instructor. The work is superintended by the master and the porter.

*Of this amount, manure to the value of 6l. 6s. was for the current season.

April 29, 1858. (Signed) THOMAS COLES, Clerk.

BIDEFORD.

SIR, *Union Workhouse, Bideford, 20th March 1858.*

IN answer to your letter, dated 16th instant, I laid your letter before the Board of Guardians at their meeting last Tuesday. They gave me no directions what I should do.

I am, &c.,

To J. Ruddock, Esq. (Signed) J. STEVENSON, Master.
Her Majesty's Inspector of Schools.

BRADFORD.

SIR,

In compliance with your letter of the 17th instant, I beg to forward you Dr. and Cr. account of garden produce for the year ending the 25th instant.

The produce is consumed in the house, debited to the invoice account, and credited to the common charges.

The boys, averaging about 14, are employed on the land under the superintendence of an agricultural inspector.

I have, &c.

J. Ruddock, Esq.,

(Signed) RICHARD JONES.

Her Majesty's Inspector of Schools.

GARDEN ACCOUNT for the year ending Ladyday 1858.

DR.	GARDEN ACCOUNT.		CR.	
	£	s. d.	£	s. d.
To rent, 2 acres	-	-	By 44½ sacks of potatoes	- 23 5 0
" rates and tithes	-	-	" 78½ doz. cabbages	- 1 17 1½
" seed potatoes	-	-	" 6 bush. peas	- 0 14 0
" seeds and plants	-	-	" 19½ bush. beans	- 1 5 0
" tools and implements	-	-	" 9 pecks onions	- 0 9 0
" manure	-	-	" 34 doz. leeks	- 0 11 4
	£21	0 1	" 20½ cwt. carrots	- 1 2 6
Balance, profit of labour	- 38	1 4½	" 7½ tons parsnips	- 14 0 0
	£59	1 5½	" 13 sacks turnips	- 1 6 0
			" 23 tons mangold wurzel	- 15 8 0
			" 14 doz. lettuces	- 0 3 0
				£59 1 5½

BRISTOL INCORPORATION.

SIR,

Stapleton Workhouse, 6th April 1858.

I REGRET that I have not been able to return the garden account you asked for; but the half year's accounts having to be closed and balanced, and the increased demands upon my time owing to the proposed alterations at Stapleton, must be my apology. I hope in the course of a few days to forward them, having obtained the permission of the guardians to do so.

I am, &c.

J. Ruddock, Esq.,

(Signed) EDW. GREATOREX.

Her Majesty's Inspector of Schools.

SIR,

Bristol, 23d April 1858.

WITH the accompanying statement from Mr. Greator, I think it right to send you the annexed abstract of the Workhouse Land Account from the guardians ledger.

By "stock in hand" I presume Mr. Greator means his estimate of the value of growing crops. There is no rent paid, as the land belongs to the guardians, 9l. for rent and taxes is therefore his estimate of what those would be if the land were rented.

I am, &c.

J. Ruddock, Esq.

(Signed)

W. B. WILMOT,

H. M. Inspector of Schools.

Clerk to the Guardians.

WORKHOUSE LAND ACCOUNT (Lady-day 1857 to Lady-day 1858).

DR.	£ s. d.	CR.	£ s. d.
Paid for garden seeds - - -	0 8 9	Produce of land sold - - -	1 17 0
Balance, nett produce - - -	44 19 7	Produce consumed in the house, and debited to provision account	43 11 4
	<u>£ 45 8 4</u>		<u>£ 45 8 4</u>

SIR,

IN compliance with your request, and with the permission of the board of guardians, I beg to forward you the under-mentioned garden account, and shall be glad to give you any further information, should you require it.

I am, &c.

J. Ruddock, Esq.,
H. M. Inspector of Schools.

(Signed EDW. GREATOREX, Master.

GARDEN ACCOUNT of the WORKHOUSE at STAPLETON belonging to the CORPORATION of the POOR of the CITY of BRISTOL, from May 6th to March 25th 1359.

DR.	£ s. d.	CR.	£ s. d.
1. Stock in hand - - -	8 0 0	Vegetables sold - - -	1 17 0
Seeds - - -	1 10 0	Charged to provision and con- sumption account - - -	43 11 4
Rent and taxes, say - - -	9 0 0	Stock in hand - - -	9 1 8
	<u>£ 18 10 0</u>		<u>£ 54 10 0</u>

- Quantity of land in cultivation ?
- Nature of the produce ?
- How disposed of ? whether sold, or consumed in the house ?
- If consumed in the house, how charged ?
- Whether the boys are employed on the land ? How many, and whether they work with, or apart from, the adult paupers ?
- Whether there is a special agricultural instructor ? and if not, how the field work is superintended ?

About 3 acres.

Potatoes, cabbages, onions, leeks, &c.

A few vegetables were sold to a green-grocer ; the rest consumed in the house.

Charged to the provision account.

The school boys are the only paupers employed in the garden. Eight to twelve are employed daily, the boys being sent out of the school alternately.

A gardener is solely employed to superintend and instruct the boys in the management of the garden.

CALNE.

SIR,

Calne Workhouse, 26th March 1858.

I BEG to forward our garden account for the year 1857, with answers to the several queries.

J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

I am, &c.
(Signed) THOMAS GREEN.

1. RECEIPTS.		EXPENDITURE.	
	£ s. d.		£ s. d.
Potatoes, &c. used in the house	- 68 8 0	Rent of land - - - -	- 14 11 0
Potatoes and wheat sold -	- 24 6 7½	Seeds, manure, straw, &c. -	- 21 11 4½
	£86 9 7½		£36 2 4½
		Balance in favour of Union -	£50 7 3

ANSWERS TO QUESTIONS.

- Four acres.
- Potatoes, wheat, parsnips, carrots, &c.
- Chiefly used in the house, some sold.
- Charged to common charges.
- No, except a few occasionally.
- No. The porter, under the direction of the master.

CHURD.

SIR,

Churd Union Workhouse, 7th April 1858.

IN reply to your letter respecting the culture and produce of our garden, &c., I will answer your queries seriatim.

Query No. 1. Detailed account:

Dr.		Cr.
	£ s. d.	£ s. d.
Ploughing and sowing field to wheat	3 10 0	Wheat sold, realized - - - 14 0 0
Potato seed from last year's crop	2 0 0	Potatoes, 67 bags, at 4s. 6d. and 6s. 18 1 6
Parsnip seed, ½ lb.	0 1 9	Parsnips, 6 cwt. - - - 1 1 0
Carrot " ½ lb. } own Produce {	0 1 4	Carrots, 15 " - - - 1 17 6
Onion " 2 oz. }	0 1 0	Onions, 3 " - - - 0 16 0
Cabbage plants } bought - - - {	0 5 0	Cabbage, 1,000 - - - 1 7 0
Sweed seed }	0 0 6	Sweed, 6 cwt. - - - 0 6 6
Balance profit, without reckoning labour	31 9 10	
	£37 9 6	£37 9 6

- Query No. 2. Land under cultivation, 3 acres.
 „ 3. Nature of produce as above.
 „ 4. Wheat sold; remainder consumed in the house.
 „ 5. Charged in the provisions account according to market price.
 „ 6. About 12 boys employed on the land apart from the adult paupers.
 „ 7. No special agricultural instructor appointed, and the work is superintended by the master, schoolmaster, and the porter.

J. Ruddock, Esq., (Signed)
 Her Majesty's Inspector of Schools.

I am, &c.
 JOSEPH EDMONDS, Master.

CHIPPENHAM.

SIR, *Lacock School, Chippenham Union, 27 March 1858.*
 IN compliance with your request, I herewith enclose the answers to queries contained in yours of the 16th of March instant.

I remain, &c.
 (Signed) WILLIAM TUBB, Schoolmaster.

J. Ruddock, Esq.
 Her Majesty's Inspector of Schools.

ANSWERS TO QUERIES.

1. See the annexed page.
2. $3\frac{1}{2}$ acres.
3. Wheat, potatoes, and other vegetables.
4. Wheat sold. Vegetables consumed in the Lacock workhouse.
5. Charged at the market price, and entered in the provision account.
6. The boys alone are employed on the land, the adults being at Chippenham workhouse. 14 boys on an average; 7 in the morning, the other 7 in the afternoon.
7. Yes.

STATEMENT of the ACCOUNT of the Produce of the Land cultivated at LACOCK in connection with CHIPPENHAM UNION
WORKHOUSE for the Year ending Lady-day 1858.

DR.

CR.

1857. Lady-day	1857. Lady-day	1857. Midsummer	1857. Michaelmas	1857. Christmas	1858. Lady-day	1858. Lady-day
Manure (guano 6 cwt. at 9s. 6d.)	2 17 0	1 3 0	1 13 0	1 13 0	1 13 7½	1 13 7½
Seed potatoes, 8 bushels forty fold, at 2s. 9d.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Ditto 12 bushels, regents, 2s. 9d.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Ditto 8 bushels, Manley's, 2s. 9d.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Ditto 24 Flook's kidneys, 2s. 6d.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Ditto 1½ Flook's ash leaf, 6s. 8d.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Peas, onions, parsnips, carrots (seeds), &c.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Hawling ashes to field, 12 loads at 9d.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
1 spade, shovel, 2 hoes	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
2 grubbing hoes with handles	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
1 five-grain steel prong	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Sticking wood, 9 bundles	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Seed wheat, 2 bushels ½ peck at 7s. 6d. per bushel	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Seed vetches, 4 bushels at 6s. 3d.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Hawling ashes, 10 loads at 9d.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
Ditto 8 loads at 9d.	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0	1 13 0
One year's rent	10 0 0	10 0 0	10 0 0	10 0 0	10 0 0	10 0 0
Rates and taxes for the year	1 13 7½	1 13 7½	1 13 7½	1 13 7½	1 13 7½	1 13 7½
By balance	40 4 7½	40 4 7½	40 4 7½	40 4 7½	40 4 7½	40 4 7½
	£ 67 7 10½	£ 67 7 10½	£ 67 7 10½	£ 67 7 10½	£ 67 7 10½	£ 67 7 10½

CLIFTON.

DR. GARDEN ACCOUNT for year ended Lady-day 1858. CR.

	£	s.	d.		£	s.	d.
Sale of pigs - - - - -	84	5	1	Rent of 8 acres of land, more or less, at 6 <i>l.</i> per acre - - -	48	0	0
Vegetables for land in cultivation of adults - - - - -	86	4	6	Rates, say poor at 3 <i>s.</i> highway at 6 <i>d.</i> rentcharge at 4 <i>d.</i> church rate at 2 <i>s.</i>			
Vegetables for land in cultivation of boys - - - - -	15	8	3	Net rent - - - - -	8	0	0
				Seed for garden - - - - -	8	9	0
				Meal for pigs - - - - -	1	9	6
				Profits to union - - - - -	124	14	4
	185	12	10				
					185	12	10

- | | |
|--|---|
| 2. Quantity of land under cultivation? - | 8 acres. |
| 3. Nature of produce? - - - | Potatoes and other garden vegetables. |
| 4. How disposed of? - - - | Sold to workhouse. |
| 5. How charged? - - - | Market price to provision accounts. |
| 6. Whether boys are employed - - - | Yes, 20; 10 in the morning and 10 in the afternoon. |
| 7. A special agricultural instructor for the children, at a salary of 50 <i>l.</i> per annum, which is repaid by Government. | |

(Signed) ROBERT MERCER,
Clerk.

Dated 12 April 1858.

COOKHAM.

SIR, Cookham Union, Maidenhead, 19th March 1858.

I HAVE great pleasure in acknowledging the receipt of your letter of the 16th. Questions 1, 2, and 3, you will perceive are answered by the enclosed balance sheet.

Question 4.—The principal part, such as potatoes and parsnips are consumed in the house. The other part, such as swedes and cabbage, is sold, and the moneys paid over to the Treasurer to the credit of the common charges.

Question 5.—The produce consumed in the house is charged to in-door maintenance.

Question 6.—On an average, about six boys are employed on the land, assisted by two or three old men. No able-bodied men work with the boys: they are employed in the gravel pit.

Question 7.—There is no special agricultural instructor; the work is superintended by myself.

I am sorry I cannot give you the account down to the 25th of March, as I close my land account at Michaelmas.

J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

I have, &c.
(Signed) W. MALYON.

ACCOUNT of EXPENSES upon, and PRODUCE of, TWO ACRES of GROUND
cultivated in connexion with the COOKHAM UNION.

Dr.

Michaelmas 1856 to Michaelmas 1857.

Cr.

	£ s. d.		£ s. d.
25 bushels of potatoes, for planting,		Produce at cash prices:—	
at 3s. per bushel	8 15 0	250 bushels of potatoes, at 2s.	
Manure	9 14 0	per bushel	36 0 0
Cabbage seed	0 1 0	285 dozen cabbages, at 6d.	3 12 6
Sweed seed	0 1 6	204 bushels of parsnips, at 1s.	10 4 0
Parsnip seed	0 1 4	250 bushels of swedes, at 3d.	7 6 8
Cost of implements	0 8 6		
Rent, one year	6 0 0		
Balance, for profit	40 1 10		
	£200 3 2		£200 3 2

To the Guardians of the Cookham Union.

GENTLEMEN,

Cookham Union, March 1858.

I have the satisfaction of again laying before you my annual balance sheet of the result of the cultivation of the two acres of land rented by you. The balance, for profit, you will perceive to be 40*l.* 1*s.* 10*d.* against 39*l.* 18*s.* 7*d.* of the previous year.

I may take this opportunity of referring to another subject, equally as satisfactory and important as that of the cultivation of the land; I refer to the employment of able-bodied men in raising gravel from your pit. During this and the previous winter, eight men at different periods have been employed; these, having families amounting to 29 children, have, nearly all of them, been inmates of the union at different periods of the year, and would, in all probability, have been so again had it not been for the employment thus afforded. The consequence is, they have been enabled to support themselves and families by their own industry instead of being a burthen to the union, and have also supplied a source of profit, by the sale of gravel.

I hope to be able to continue this profitable employment as long as the pit shall produce gravel.

I have, &c.

(Signed) WILLIAM MALYON.

CLUTTON.

HONOURED SIR,

Clutton Union, 26th March 1858.

I BEG to acknowledge the receipt of your letter, dated the 16th instant, and by direction of the Board of Guardians, send the accompanying statement for your information.

I am, &c.

J. Ruddock, Esq.,

(Signed) JAMES DURY, Master.

Her Majesty's Inspector of Schools.

ANSWERS TO QUESTIONS.

1. Given on the other side.
2. About 2½ acres.
3. Potatoes, parsnips, carrots, mangold, cabbage, turnips.
4. Consumed in the house.
5. Charged to provision account.
6. Boys are chiefly employed; about twenty, average. They work apart from the adults, under the care of the schoolmaster.
7. No special agricultural superintendent. Superintended by myself.

(Signed) JAMES DURY, Master.

CREDITON.

SIR,

Union Workhouse, Crediton, 29 March 1858.

On the other side I beg to hand you answers to the questions contained in your letter of the 16th instant.

I am, &c.

J. Ruddock, Esq.,

(Signed)

W. C. LEACH, Master.

Her Majesty's Inspector of Schools.

P.S.—The delay in replying to your questions has arisen in order to include the account for the Lady-day quarter.

Query No. 1.

CREDITON UNION GARDEN ACCOUNT for the year ending Lady-day 1858.

DR.		CR.	
	£ s. d.		£ s. d.
Lime - - - -	0 11 6	1,000 score of vegetables at 10d. -	45 7 6
Seeds - - - -	0 11 9	Mangle sold - - - -	0 12 6
Balance - - - -	44 16 9		
	£ 46 0 0		£ 46 0 0

Query No. 2.—About 2½ acres.

" 3.—Vegetables.

" 4.—Consumed in the house.

" 5.—Provision account.

" 6.—Yes, in part; four or five being employed occasionally, separate from the adults.

" 7.—No; by the Master of the workhouse.

EASTHAMPTSTEAD.

SIR,

Easthamptstead Union, 7th April 1858.

I HAVE now the pleasure of laying before you, balance sheet of farm account, which, with the explanations below, I trust will be satisfactory.

Yours, &c.

J. Ruddock, Esq.,

(Signed)

JAMES BANTON,

Master.

Her Majesty's Inspector of Schools.

N.B.—The pigs receive the offal from land, for which I return manure from piggery. One acre of garden ground belongs to union, and therefore 2l. 10s. is charged as rent for it.

ANSWERS TO QUESTIONS.

- | | |
|---|---|
| 1. Detailed account? - - - - | See farm account. |
| 2. Quantity of land under cultivation? - | 6½ acres. |
| 3. Nature of the produce? - - - - | Vegetables, corn, &c. |
| 4. How disposed of? - - - - | Part consumed in the house, part sold. |
| 5. If consumed in the house, how charged? | Charged in provision account. |
| 6. Whether the boys are employed on the land? | They are. |
| How many? - - - - | Twelve. |
| Whether they work with or apart from the adult paupers? | Separate as much as possible; not at all times. |
| 7. Whether there is a special agricultural instructor? | No agricultural instructor. |
| How the field work is superintended? | By myself. |

FARM ACCOUNT for Year ending LADY-DAY 1858.

	£	s.	d.		£	s.	d.
Potatoes, seeds, &c.	-	-	3 15 2	Carrots, 230 bushels	-	-	6 0 0
Labour, expenses, &c.	-	-	0 8 6	Cabbage plants, 2,050	-	-	2 2 2½
Peas (seed)	-	-	0 14 0	Runnerbeans and others, 10 bushels	1	0	0
Rent, &c.	-	-	11 18 0	Potatoes, sold, consumed, and in stock	-	-	24 8 6½
				Celery, 12 score	-	-	0 18 0
				Onions, 12 bushels	-	-	2 2 0
				Leeks, 7 score	-	-	0 7 0
				Green peas, 5 bushels	-	-	0 10 0
				Thyme, parsley, &c. (for soup)	-	-	0 13 3½
				Sweeds and other turnips	-	-	0 15 0
				Clover sold (on ground)	-	-	6 0 0
				Ditto in stock	-	-	5 0 0
				Peas (consumed p.h. 115½ bushel)	-	-	1 4 0
				Wheat sold (on ground)	-	-	15 0 0
				Ditto (in stock)	-	-	1 10 0
				Beans, horse, 5 bushels	-	-	1 18 4
	£	16	15 8		£	72	10 10½

Piggery.

	£	s.	d.		£	s.	d.
Stock in hand, 3 pigs	-	-	8 5 0	6 pigs killed	-	-	18 5 8
Bought 23 pigs	-	-	17 3 0	20 „ sold	-	-	27 4 0
Meal, corn, carrots, &c.	-	-	18 9 10	3 „ in stock	-	-	5 10 0
One pig died of disease	-	-	-				
	£	43	17 10		£	50	19 8

Summary of Farming and Piggery Account.

	£	s.	d.		£	s.	d.
Land expenses	-	-	16 15 8	Produce on land	-	-	72 10 10½
Piggery	-	-	43 17 10	Profit on pigs	-	-	50 19 8
Balance or net profit	-	-	62 17 0½				
	£	123	10 6½		£	123	10 6½

(Signed) J. BANTON, Master.

PRODUCE of LAND from Lady-day 1857 to Lady-day 1858.

DR.				CR.					
		£	s.	d.			£	s.	d.
Rent of 6 acres of land	-	-	42	0	0				
Seeds	-	-	1	7	2				
Repairs of tools, &c.	-	-	2	0	5				
Manure	-	-	3	3	8				
Seed potatoes	-	-	5	12	0				
Expenses of sale	-	-	4	14	0				
					</				

FARINGDON.

SIR,

Faringdon Union, 14 April 1858.

By the direction of the board of guardians, I beg leave respectfully to forward to you the accompanying copy statement of our garden account for the year ended Lady-day last, as requested by your letter of the 16th ult. (Requisition No. 1.)

The replies to your other requisitions are as follow, and are exactly the same as those of last year, viz. :

No. 2. About $3\frac{1}{4}$ acres.

No. 3. Potatoes are the principal crop ; cabbages, onions, and mangold wurzel have also been grown.

No. 4. Almost the whole of the potatoes, with the exception of those damaged, have been consumed in the house. All the cabbages have also been consumed in the house.

No. 5. The master has charged in his day book the articles consumed in the house (an invoice being furnished weekly) at prices as near as possible to those charged for similar articles in the neighbourhood. The articles not consumed by the inmates have been sold.

No. 6. Yes, 15 ; no adult paupers work in the garden ; the whole of the work is done by the boys and their instructor.

No. 7. There is a special agricultural instructor, who is paid 15s. weekly, but he is not engaged for the whole year.

I have, &c.,
(Signed) JOHN BAINES,
Clerk to the Board of Guardians.

J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

1868.

GARDEN ACCOUNT from Lady-day 1867 to Lady-day 1868.

Dr.

1868.	To a year's rent due on Lady-day, less property tax (deducted first half year, property-tax not deducted last half year) Poor's rates and other taxes, property tax 15s. 2d., poor's rate 1s. 6d. Mr. Warman for seeds Mr. Newman for manure Paid for water-cart Paid Mr. Moore, garden forks and mending garden tools Wages of industrial trainer, 48 weeks at 15s. per week (Warman 35 weeks, Newman 7 weeks) Balance	£ s. d.	1867. Midsommer Qr. Michaelmas Qr. Christmas Qr. 1868. Lady-day Qr. March 31. May 1. " 14. " 30. April & March.	Inmates in the workhouse, 1084 bushels of potatoes, at 2s. 6d. per bushel Inmates in the workhouse, 87 bushels of potatoes, at 2s. 6d. per bushel Inmates in the workhouse, 1084 bushels of potatoes, at 2s. per bushel Inmates in the workhouse, 134 bushels of potatoes, at 2s. per bushel Mr. Cooper, 1 lb. of onion seed " 6 hundred of plants, at 4d. per hundred " 74 " at 4d. " " 74 " at 4d. " Mr. Shepherd, 1 sack of small potatoes Mr. H. Godfrey, 23 sacks and 2 bushels of small potatoes, at 2s. 6d. per sack 7 ton 17 cwt. of mangies, at 12s. per ton The Rev. E. H. Hooper, a quantity of potatoes Mr. Bolcher, 1 ton carrots Mr. Peaton, 94 sacks of onions The Rev. Du Pre, 1 ton carrots Mrs. Smith, a quantity of carrots and parsnips Mr. Mattingley, 1 sack of potatoes " a quantity of onions " 94 lbs. of onion seed, at 1s. 9d. Mr. Doss, 2 sacks damaged potatoes Mr. Ashley, 2 sacks of potatoes Mr. Nantell, 1 sack of ditto Mr. J. Lovell, a quantity of vetches Mr. Ains, 1 bushel small potatoes Mr. Godfrey, 1 bushel small potatoes Mr. Warman, 2 bushels of potatoes (damaged) " 1 bushel of potatoes sets " 200 of plants Mr. Jolliffe, 1 sack of potatoes	£ s. d.
		10 0 8		13 18 9	
		1 16 8		10 17 6	
		0 10 7		10 19 0	
		5 17 0		13 8 0	
		1 2 8		0 2 0	
		*31 10 0		0 2 0	
		51 12 7		0 2 4	
		15 11 64		0 6 0	
				3 16 8	
				4 14 64	
				1 9 10	
				0 16 0	
				3 13 8	
				0 18 0	
				0 13 104	
				0 11 0	
				0 3 0	
				0 16 74	
				0 16 0	
				0 8 0	
				0 9 4	
				0 0 10	
				0 1 0	
				0 1 0	
				0 2 6	
				0 8 0	
				67 4 14	

* 11s. 8d. per week will be repaid from the Parliamentary Grant.

[illegible]

SUMMARY of GARDEN and STOCK ACCOUNT from Lady-day 1856 to Lady-day 1857.

Dr.

CR.

GARDEN.		£	s.	d.
To rent and taxes	- - - - -	28	5	6
Tools estimated	- - - - -	5	0	0
Superintendent's salary	- - - - -	25	0	0
Four sacks of potatoes, and other seeds bought	- - - - -	5	1	6
20 sacks of potatoes taken in stock for seed	- - - - -	10	0	0
Straw	- - - - -	10	0	0
Balance	- - - - -	61	17	10
				£
		155	4	10
Cows.				
Estimated value of two cows and one calf	- - - - -	33	10	0
2 tons of mangold from old stock	- - - - -	3	0	0
1 ton of hay from old stock	- - - - -	1	5	0
2½ tons of hay bought	- - - - -	13	0	0
Rent of feed	- - - - -	10	4	0
Grains for ditto	- - - - -	9	13	6
Barley and straw for chaff	- - - - -	3	11	0
18 tons of mangold from garden	- - - - -	13	0	0
63 poles of vetches "ditto" at 1s. 3d.	- - - - -	4	5	0
2 cows and 2 calves brought	- - - - -	46	12	6
		57	0	0
Balance	- - - - -	141	7	6
		43	10	1
				£
		183	27	7
GARDEN.				
By 136 sacks of potatoes	- - - - -	64	8	0
144 bushels of onions, at 3s. 6d.	- - - - -	3	10	9
27 cwt. of carrots, at 2s.	- - - - -	5	14	0
53 cwt. of parsnips, at 2s. 6d.	- - - - -	6	13	6
400 doz. of cabages, at 6d.	- - - - -	10	0	0
Celery and leeks	- - - - -	3	10	0
Bears, peas, and other vegetables	- - - - -	3	10	0
18 tons of mangold for cows	- - - - -	13	0	0
5 tons of swedes for pigs	- - - - -	5	0	0
63 poles of vetches for cows	- - - - -	4	5	0
Vetches and vegetables sold	- - - - -	7	3	7
27 sacks of potatoes sold	- - - - -	13	13	0
Repayment from Paymaster of Civil Services for salary of Superintendent of Labour	- - - - -	25	0	0
				£
		158	4	14
Cows.				
7,687 quarts of milk supplied to the house, at 1¼d.	- - - - -	47	17	1½
1,694 lbs. of butter ditto	- - - - -	9	13	6½
496¼ lbs. of butter sold	- - - - -	26	6	11
2 calves and 2 cows sold	- - - - -	46	0	0
In Stock.				
Estimated value of 2 cows and 2 calves	- - - - -	45	0	0
6 tons of mangold	- - - - -	6	0	0
				£
		153	17	7

HIGHWORTH AND SWINDON.

SECOND ANNUAL STATEMENT of the GARDEN and PIG ACCOUNT at the HIGHWORTH and SWINDON UNION WORKHOUSE for the year ended 27th March 1858.

Question 1. As per annexed account.

- „ 2. Five acres.
 - „ 3. Potatoes, carrots, parsnips, onions, turnips, cabbage, winter greens, barley, pulse, sweeds, and mangel wurzel.
 - „ 4. Consumed in the house, given to pigs, and sold.
 - „ 5. Charged at local market prices.
 - „ 6. Yes ; sixteen ; apart from the adults.
 - „ 7. There has not been a special agricultural instructor since the resignation of Mr. Argyle on the 23d November 1857. The garden work has recently been superintended by the master.
-

Owing to the failure in the potato crop through disease, the loss may fairly be computed at about 12 or 14*l*.

GARDEN ACCOUNT.

1857 and 1858.	RECEIPTS.	1857 and 1858.	EXPENDITURE.	£ s. d.
	To sale of plants, vegetables, and seeds: potatoes -	£ s. d.	By garden tools and repairs of same -	0 17 6
	" potatoes and vegetables supplied to the house	1 4 8½	" seed barley and pulse -	1 12 6
	during the year, as per invoice account -	70 10 6	" seed potatoes -	10 15 0
	" barley and pulse grown for pigs -	5 1 0	" garden seeds and plants -	3 3 4½
	" carrots, parsnips, sweets, mangel wurzel, and		Allowed for rent, rates, and taxes -	20 0 0
	diseased potatoes supplied to the pigs from	10 10 0		
	garden -			
	" stock in hand:—			
	3 Sacks of pulse -	£ s. d.		
	Vegetables -	3 0 0		
		5 15 0		
		8 15 0		
		£	By balance for labour and profit -	59 12 10
		96 1 2½		£
				96 1 2½

PIG ACCOUNT.

1857 and 1858.	RECEIPTS.	1857 and 1858.	EXPENDITURE.	£ s. d.
	By profit on sale of sow -	£ s. d.	Value of 4 stock pigs (in hand) -	9 0 0
	" sale of 4 fat pigs -	0 5 0	Cost of 9 store pigs -	15 19 6
	" value of 33 pigs on hand -	34 13 0	Expenses of 4 sows -	0 10 0
		27 10 0	Corn and meal bought for pigs -	11 7 0
			Wash supplied from the workhouse -	2 12 0
			Barley, pulse, diseased potatoes, and root crops	
			supplied from garden -	15 11 0
			Balance for profit on keep of pigs -	7 8 6
		£		£
		62 8 0		62 8 0

Total profit on the Garden and Pig Accounts 67l. 1s. 4d.

To J. Ruddock, Esq.
Her Majesty's Inspector of Schools.

(Signed) J. HOUNGTON, Master.
April 29, 1858.

HONITON.

SIR,

Honiton Union, 22d March 1858.

IN reply to your letter addressed to the master of this union workhouse, I beg to inform you that the land which the Guardians for several years rented, and in cultivating which the boys were employed, was given up last year; consequently the garden adjoining the workhouse is all that has been held since.

I am, &c.

J. Ruddock, Esq.

(Signed)

HORACE VIBART MILES.

Her Majesty's Inspector of Schools.

HUNGERFORD.

SIR,

1st April 1858.

IN reply to yours of the 16th March, I inclose our agricultural account for the year ending Christmas 1857. I am instructed to give the following answer to your queries.

- | | |
|--|---|
| 1. See printed statement. | 5. To the provision account. |
| 2. Six acres. | 6. Average number of boys, ten; never employed with adults. |
| 3. See statement. | 7. A special agricultural teacher. |
| 4. A portion sold, the remainder consumed in the house and by stock. | |

I am, &c.

J. Ruddock, Esq.,

(Signed)

THOS. W. DUNN.

Her Majesty's Inspector of Schools.

To wash from the workhouse	6 0 0	Christmas.	Bacon, 230 lbs. at 8d. per lb.	7 13 4	28 10 8
" estimated annual value of land under cultivation	30 0 0		Milk, 198 gallons, at 4d. per gallon	3 4 0	118 7 10
" tithe rentcharge	3 14 3d		Butter, 44 lbs., at 1s. 2d. per lb.	2 11 4	50 13 0
To balance	17 6 4d		Potatoes, 72 bushels, at 2s. 6d. per bushel	9 0 0	6 0 0
			Other vegetables	6 2 0	58 13 0
			By sale of—		
			Pigs	- - - - -	33 0 0
			Potatoes, plants, &c.	- - - - -	17 0 0
			By value of stock, &c. in store at Christmas 1857,		9 16 0
			viz.,—		12 0 0
			Pigs, (11)	- - - - -	8 16 0
			A cow	- - - - -	9 15 0
			Tools and implements	- - - - -	3 0 0
			Manure	- - - - -	17 10 0
			Mangold wurzel, 11 tons, at 10s. per ton	- - - - -	2 10 0
			Carrots, 6½ tons, at 30s. per ton	- - - - -	4 10 0
			Swedes, 4 tons, at 15s. per ton	- - - - -	11 18 0
			Potatoes, 140 bushels, at 2s. 6d. per bushel	- - - - -	1 8 0
			Seed, 5 bushels, at 10s. per bushel	- - - - -	6 10 0
			Paranips	- - - - -	19 10 0
			Barley, 58 bushels	- - - - -	
			Hay and Straw	- - - - -	
			Seeds	- - - - -	
			Seeds, &c., in the ground	- - - - -	
					157 3 0
					£ 326 3 10

N.B.—The Balance of this Account would have been greater but for the loss of a Pig (which died), value 2.10s. and a failure in the crop of potatoes.

ISLE OF WIGHT INCORPORATION.

MY DEAR SIR,

Newport, Isle of Wight, 19 April 1858.

I HAVE to acknowledge the receipt of your letter of the 16th ultimo, and in reply, beg to subjoin answers to the queries contained therein :

- 1st. See below.
- 2nd. About 10 acres.
- 3rd. See statement below.
- 4th. The produce is consumed by the officers and inmates of the house.
- 5th. It is charged to the provision, receipt, and consumption account.
- 6th. On an average 12 boys, who work apart from the adult paupers.
- 7th. There is no special agricultural instructor. The work is superintended by a superintendent of labourers.

I am, &c.

J. Ruddock, Esq.,
H. M. Inspector of Schools.

(Signed) J. C. CLARKE.

GARDEN ACCOUNT, House of Industry, Isle of Wight, from 26th March
1857 to 24th March 1858.

Dr.				Cr.			

DR.	FIELD ACCOUNT to Lady-day 1858.		CR.		
	£	s. d.	£	s. d.	
Manure, artificial	-	0 6 0	Wheat, 20½ sacks, at 24s. 6.	-	24 16 1½
Hauling liquid manure, &c.	-	5 19 0	Straw, 98 dozen	-	6 2 6
Seed:			Potatoes, 141½ sacks, at 9s.	-	63 11 3
Wheat	-	1 18 5	" 20 " 8s.	-	8 0 0
Potatoes	-	13 11 0	" 10 " 3s.	-	1 10 0
Mangold wurzel	-	0 0 9	Cabbage, 91 dozen, at 8d.	-	3 0 8
Swedes	-	0 5 3	Mangold wurzel, 25 tons, at 16s.	-	20 0 0
1 year's rent	-	21 2 6	Wheat tailings	-	0 16 0
Rent-charge	-	3 0 10			
Rates	-	1 7 3			
Use of barn, expenses of threshing, &c.	-	5 2 2½			
7½ per cent. on outlay for tools	-	1 2 6			
Balance	-	74 0 10			
	£127	16 6½	£127	16 6½	

MALMESBURY.

SIR,

Malmesbury, 6th April 1858.

THE following are answers to queries contained in your letter of the 16th ultimo:

- 1st.—No expenditure; and the average annual value of the produce, about 30l.
- 2d.—About two acres.
- 3d.—Potatoes and other vegetables.
- 4th.—Consumed in the workhouse.
- 5th.—Debited to provisions' account, and credited to common charges' account.
- 6th.—About 12 boys are employed on the land, who work with the adult paupers, consisting almost entirely of old men.
- 7th.—Superintended by the porter.

I am, &c.

J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

(Signed) JNO. A. HANDY.

MELKSHAM.

DEAR SIR,

Melksham, 8 June 1857.

I BEG to forward statement of every payment made, and every sum of money received for produce, on account of our workhouse farming operations, for one year ended at Michaelmas 1856.

* * * * *

Yours, &c.

J. Ruddock, Esq. (Signed)
Her Majesty's Inspector of Schools.

PHILIP PHELPS,
Clerk to Guardians.

NEWTON ABBOT.

SIR,

22d March 1858.

I ENCLOSE copies of the agricultural account for the year ended at Christmas last, and of the report of the Agricultural Committee, adopted by the Board at their meeting held on the 24th February ultimo.

These will furnish the greater part of the information requested by your letter of the 16th instant; but in answer to your questions, Nos. 6 and 7, I beg to state that the boys are employed on the land, working apart from the adult paupers, under the superintendence of a special agricultural instructor, who is engaged by the guardians at a salary of 50*l.* per annum.

I am, &c.,

J. Ruddock, Esq.,

(Signed) JOHN ALSOP, Clerk.

Her Majesty's Inspector of Schools.

REPORT of the AGRICULTURAL COMMITTEE for the Year ended
Christmas 1857.

The Committee, in presenting to the Board their annual report of the labour scheme for the past year, congratulate them that many of the advantages anticipated when it was first introduced continue to be fully realized.

The total quantity of land under cultivation is about six acres, and the following is a list of the principal crops grown thereon during the past year:—

126 bags of potatoes,	5½ tons of mangold wurzel,
31½ bags of wheat,	660 lbs. of onions,
60 cwt. of cabbages,	1,815 lbs. of leeks.
10 cwt. of parsnips,	

The number of hours of labour, &c., performed during the past year, by the different classes of inmates employed on the land, has been as follows:—

The aggregate number of hours of field labour done by adult paupers (mostly aged and infirm)	-	-	9,776
The number of adult paupers at work on an average of 8½ hours daily	-	-	4
The total number of hours of field labour done by boys	-	-	11,171
The number of boys at work, five days each week, and from 3 to 6 hours daily	-	-	22
The number of boys in the house fit for service at Christmas was	-	-	4
Eighteen boys were provided with situations in the course of the year.			

(Signed) E. S. BEARNE, Chairman.

DR.			AGRICULTURAL ACCOUNT, 1857.			CR.		
			£ s. d.					
To rent	-	-	40	10	0	By vegetables, &c., consumed in	£	s. d.
" rates and tithe	-	-	6	17	6½	the house	32	11 1
" salary of superintendent (in	-	-				" wheat sold	21	5 0
excess of the sum repaid by	-	-				" potatoes for seed	3	15 0
the Committee of Council)	-	-	3	9	3	" vegetables &c., in store at		
" seed potatoes	-	-		9	7 6	Christmas	35	11 8
" wheat	-	-		0	13 6	" produce of 2 pigs slaughtered	17	0 0
" seeds, plants, &c.	-	-		2	0 5	" value of 5 ditto in store at		
" 17 hogsheads of lime	-	-		3	13 6	Christmas	19	0 0
" harvesting, thatching, and	-	-						
thrashing wheat	-	-		2	19 4			
" stones, &c., for repair of wall	-	-						
of field	-	-		1	5 6			
" purchase of 7 pigs	-	-		23	14 0			
" Indian corn purchased	-	-		5	6 2			
" bran, barley meal, &c., ditto	-	-		2	14 3			
				108	10 11½			
Profit	-	-		28	11 9½			
				£129	2 9		£129	2 9

SUPPLEMENTAL STATEMENT.—DISPOSAL OF THE CROPS GROWN.

Vegetables, &c. consumed by the Inmates of the Workhouse to Christmas.

		£	s.	d.	£	s.	d.
Potatoes, 570 score 8 lbs.	- average price, 10d. per score	-	23	17	1		
Cabbage, 54 cwt. 30 lb.	- " 2s. 4d. per cwt.	-	6	6	7½		
Turnips, 80 lbs.	- " 4s. 2d. "	-	0	3	0		
Leeks, 24 score 15 lbs.	- " 10d. per score	-	1	0	7½		
Onions, 3 score	- " 1s. 2d. per score	-	0	3	6		
Peas and beans, 27 pecks	- " 6d. per peck	-	0	13	6		
Scarlet runners, 61 hundred	- " 1d. per hundred	-	0	6	9		
						33	11 1

Wheat sold.

31½ bags, at 13s. 6d. per bag - - - - - 21 5

Potatoes for seed.

10 bags at 7s. 6d. per bag - - - - - 3 15

Vegetables, &c. in Store at Christmas.

Potatoes (Kidney) 12 bags, at 7s. 6d.	-	-	-	-	4	10	0
(Cornish apple) 40 bags at 5s. 6d.	-	-	-	-	11	0	0
Cabbage and greens, 10 cwt., at 2s. 4d.	-	-	-	-	1	3	4
Parsnips, 10 cwt., at 2s. 4d.	-	-	-	-	1	3	4
Onions, 30 score, at 1s.	-	-	-	-	1	10	0
Leeks, 68 score, at 10d.	-	-	-	-	2	15	6
Mangold wurzel, 5½ tons, at 20s.	-	-	-	-	5	10	0
Carrots for pigs, 1 ton, at 40s.	-	-	-	-	2	0	0
Straw, 40 seams, at 3s.	-	-	-	-	6	0	0
					35	11	6
					293	1	9

NEW FOREST.

New Forest Union House, Southampton,
29 March 1858.

SIR,

AGREEABLE to your request, I send an account of the land attached to this union for the year ending Lady-day 1858.

I am, &c.

J. Ruddock, Esq.,

(Signed)

WILLIAM ROWSON,

Her Majesty's Inspector of Schools.

Master.

1. — A Detailed Account of the Gross Receipts and Expenditure for the Year ending Lady-day 1857.				2. Quantity of Land under cultivation.	3. Nature of Produce.	4. How disposed of, whether sold or consumed in the House.	5. If consumed in the House, how charged.	6. Whether the Boys are employed on the Land.	7. Whether there is special Agricultural Instructor, &c.
Drs.	£ s. d.	A. Z. P.	Crs.	£ s. d.					
1 quarter seed, wheat	- 3 2 0	0 3 0	Peas and straw	- 6 8 6					
Seed, potatoes	- 10 16 0	1 0 20	Beans and straw	- 10 12 6					
Seed, peas and beans	- 2 13 0	1 3 13	Wheat and straw	- 23 1 6					
Turnip, onion, parsnip, cabbage, and other seeds	- 2 14 6	1 0 0	Barley and straw	- 2 0 0					
Manure	- 8 15 6	2 1 0	Turnips	- 8 0 0					
100 tons chalk	- 23 19 0	1 3 30	Potatoes (150 sacks)	37 10 0					
9,000 underdraining pipes, 7,000 collars	- 15 12 0	1 1 0	Cabbages and greens	16 8 9					
Hire for ploughing land, carting manure, and machine	- 1 18 0	0 3 20	Carrots and parsnips	8 17 6					
New tools and repairs	- 4 10 0	0 0 30	Onions and leeks	- 2 10 0					
	73 19 0								
Balance in favour of garden	- 41 9 3								
	£115 8 3			£115 8 3					

NEW WINCHESTER.

SIR,

Winchester 1858.

I AM directed to furnish you with the following information in reply to your letter of the 17th instant:

- No. 1.—Crop, 50*l.*; seeds and manure, 5*l.*
- No. 2.—2*A.* 1*R.* 24*P.*
- No. 3.—Potatoes.
- No. 4.—Consumed in the house.
- No. 5.—Placed to the credit of common charges.
- No. 6.—No.
- No. 7.—No instructor. The work superintended by myself.

Yours, &c.
(Signed) G. KELLY, Master.

J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

OXFORD INDUSTRIAL SCHOOL.

SIR,

Cowley, 8 April 1858.

BY direction of the chairman of the Oxford board of guardians I send you the following replies to the queries contained in your letter of the 16th ultimo.

I am, &c.,
(Signed) GEO. THOMPSON, Master.

J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

1. A copy of the account made up to the 25th March 1858 is herewith sent.
2. About seven acres.
3. The produce comprises potatoes, cabbage, and other vegetables for use in the house, and vetches, lucerne, sweed turnips, mangold, &c., for consumption by the cow and the pigs kept at the school.
4. Nearly the whole produce consumed as above; the surplus, however, has been sold.
5. The produce consumed in the house is charged at the market price, and debited to maintenance.
6. About 26 of the larger boys on an average work on the land, under the superintendence of an efficient bailiff, engaged at a salary of 35*l.* per annum. The school is four miles from the workhouse, and no adult pauper is employed with the boys. Eight boys are under the instruction of a tailor, who is paid 16*s.* weekly.
7. Yes; the bailiff.

ACCOUNT OF RECEIPTS AND EXPENDITURE for Three Years,
ending 25th March 1858.

Dr.

Cr.

Half-year ending 29th September 1855.

	£	s.	d.		£	s.	d.	£	s.	d.
Seeds, plant, &c.	-	4	15	6	Vegetables	-	11	1	0	
Guano	-	2	7	3	Potatoes	-	3	15	0	
Labour	-	0	19	3					14	16
Tools	-	0	8	7	Hay	-	2	5	0	
Balance of profit carried to the					Grass and vetches	-	1	6	0	
common charges	-	9	16	5					3	11
	£	18	7	0					£	13
										7
										0

Half-year ending 25th March 1856.

	£	s.	d.		£	s.	d.
Seeds, plant, &c.	-	6	9	9	Vegetables	-	12
Shovels	-	0	18	9	Potatoes	-	1
Repairing Tools	-	0	7	6	Turnips and grass for horse	-	1
Carriage of earth	-	3	9	0			0
Balance of profit carried to the							
credit of common charges	-	3	19	0			
	£	14	19	0			

Half-year ending 29th September 1856.

	£	s.	d.		£	s.	d.	£	s.	d.
Horse hire 15s., tools, 3s. 2d.	-	0	18	2	Vegetables	-	11	12	6	
3 pigs	-	3	1	6	Potatoes	-	3	7	0	
Bran	-	0	13	0	Pork	-	2	18	11½	
Seeds	-	5	12	5					17	18
Balance of profit carried to the										5½
credit of common charges	-	16	7	4½	Grass, barley, and hay	-	8	14	0	
	£	26	12	5½					£	26
										12
										5½

Half-year ending 25th March 1857.

	£	s.	d.		£	s.	d.
Seeds	-	5	2	4	Vegetables	-	12
Repairing garden pump	-	0	18	0	Grass and turnips	-	2
Balance of profit carried to the							3
credit of common charges	-	8	9	2			6
	£	14	9	6			

Half-year ending 29th September 1857.

	£	s.	d.		£	s.	d.
Seeds and plant	-	1	13	1	Vegetables	-	10
Tools and repairing ditto	-	2	0	8	Potatoes	-	2
Pigs	-	3	8	8	Pork	-	3
Grail	-	1	8	0	Grass and hay	-	6
Guano, 13s., superphosphate,					Pig sold	-	3
18s. 6d.	-	1	14	6			7
Balance of profit carried to the							0
credit of common charges	-	15	19	0			
	£	25	18	11			

Half-year ending 25th March 1858.

	£	s.	d.		£	s.	d.
Seeds	-	4	0	1	Vegetables	-	10
Bran, 8s. 4d., tools, 7s. 8d.	-	0	15	0	Turnips for horse	-	1
Guano	-	1	4	6	Onions	-	0
Balance of profit carried to the							12
credit of common charges	-	5	13	5			0
	£	11	13	0			

READING AND WOKINGHAM.

Reading and Wokingham District School,
22d March 1858.

DEAR SIR,

I BEG to acknowledge the receipt of your letter of the 16th instant, wishing for a detailed account of the gross receipts and expenditure of our land. The first question I am at present unable to answer correctly, until after our audit, which will take place very shortly. The second question is, what quantity of land under cultivation? 10½ acres. Third do, nature of the produce, as follows:

A.	B.	
1	1	of clover hay.
1	0	„ rye and vetches.
0	2	„ cow cabbage.
0	2	„ mangold wurzel.
1	2	„ swedes.
3	0	„ wheat.
2	0	„ potatoes.
0	2	„ house cabbage.
0	1	„ parsnips and carrots.
<hr/>		
10	2	
<hr/>		

4th query. How disposed of? The whole of the above was or will be consumed in the establishment.

Immediately after the audit I shall make out my balance sheet, and then I shall be able to send you a correct account of what has been consumed in the house, and likewise what has been consumed by the cattle, with the value of the whole.

5th query. If consumed in the house, how charged? To the provision account of the establishment.

6th. Whether the boys are employed on the land? Yes, from 12 to 20 of them; if there is much to be done I have out the tailors and shoemakers, which will make up to 20.

7th. Whether there is a special agricultural instructor? No. We have a man in the house who attends to the cows and pigs, and works with the boys on the land. But the whole instruction and management of the land is entrusted to the superintendent.

As early as possible after the audit of our accounts, I will take care that you shall have the whole of the farm and stock accounts sent you.

Joshua Ruddock, Esq.

Her Majesty's Inspector of Schools.

I am, &c.
(Signed) JAS. CHEESEMAN,
Superintendent.

REDRUTH.

SIR, *Redruth Union Workhouse, 17th March 1858.*

IN answer to your letter dated the 16th instant, received last evening, I beg to hand you the following from the 25th March last to the 25th instant, or as near as possible.

1st. Received from the garden, for the use of the house, and sold, 27l. 0s. 4d. Cost of garden seeds, manure, &c. 5l. 5s. 10d.

2nd. About three acres.

3rd. Potatoes, half an acre; cabbage, half an acre; brocoli, quarter of an acre; parsnips, quarter of an acre; leeks and onions, quarter of an acre; mangolds and carrots, quarter of an acre; fruit trees and seedling beds, quarter of an acre; grass, three quarters of an acre; total, three acres. The grass is consumed by the Guardians' horses.

4th. An abundant supply used in the house, and the remainder sold.

5th. Charged to the provision account weekly.

6th. Yes; 8 boys, and kept apart as much as possible, under the care of the schoolmaster.

7th. The Porter superintends the garden work.

I am, &c.

To J. Ruddock, Esq.,

(Signed)

JOHN PENBERTHY.

Her Majesty's Inspector of Schools.

SOUTH MOLTON.

SIR, *South Molton, 28th April 1858.*

HEREWITH I transmit you the particulars and information asked for by your letter of the 16th March respecting the land attached to this union workhouse, and am, &c.

(Signed)

J. E. JACKSON RICCARD,

Clerk.

J. Ruddock, Esq.,

H. M. Inspector of Schools.

- | | |
|--|---|
| <p>2. Quantity of land under cultivation ?</p> <p>3. Nature of the produce ?</p> <p>4. How disposed of ? whether sold or consumed in the house ?</p> <p>5. If consumed in the house, how charged ?</p> <p>6. Are the boys employed on the land ?
How many ?
And do they work with or apart from the adult paupers ?</p> <p>7. Is there a special agricultural instructor ?
And if not, how the field work is superintended ?</p> | <p>2 acres 2 roods, besides the workhouse garden, about 1 acre.</p> <p>Vegetables of all sorts, mangold wurzel, sweeds, and other turnips.</p> <p>Part consumed in the house, and surplus sold ?</p> <p>The part consumed to the provisions account.</p> <p>Yes.</p> <p>5 per diem.</p> <p>Apart.</p> <p>Yes.</p> |
|--|---|

TRURO.

INFORMATION required by J. RUDDOCK, Esq., 16th March 1858.

- | | |
|---|---|
| <p>1. A detailed account of the gross receipts and expenditure ?</p> <p>2. Quantity of land under cultivation ?</p> <p>3. Nature of the produce ?</p> <p>4. How disposed of, whether sold or consumed in the house ?</p> <p>5. If consumed in the house, how charged ?</p> <p>6. Whether the boys are employed on the land ? How many, and whether they work with or apart from the adult paupers ?</p> <p>7. Whether there is a special agricultural inspector ? and if not, how the field work is superintended ?</p> | <p style="text-align: right;"><i>Answers.</i></p> <p style="text-align: right;"><i>7th April 1858.</i></p> <p>The average annual balance of receipts over expenditure for the last 3 years to 25th March 1858 is about 60<i>l</i>.</p> <p>About 4 acres.</p> <p>Potatoes, cabbages, carrots, parsnips, beans, peas, and other like garden produce.</p> <p>Part sold, other part consumed by the officers and inmates of the workhouse, and residue given to pigs, which are kept on the premises.</p> <p>The quantities consumed by the paupers and officers are charged at the market price in the provisions receipt and consumption account, and the balance is carried to the common charges.</p> <p>Some of the boys are occasionally employed in weeding the garden and other light employment therein, during the summer months, but are not otherwise employed in the cultivation of the land. They do not work with the adult paupers.</p> <p>There is no special instructor. The master of the workhouse, assisted by the porter, superintends the garden operations.</p> |
|---|---|

7th April 1858..

TRURO.

SIR,

Truro Union House, 7th April 1858.

I BEG most respectfully to forward the accompanying account from Lady-day 1857 to Lady-day 1858.

The land is about 9 acres, and the greater part of which, having been brought into cultivation about one year, is very poor.

The guardians availed themselves of your suggestion at your last visit, and have since appointed an agricultural instructor, who works with the boys; and the result of the appointment, I have every reason to believe, will be good, inasmuch as the land will be cultivated much more profitably, and, what is of far more importance, the boys will be better trained to steady habits of industry.

J. Ruddock, Esq.,

Her Majesty's Inspector of Schools.

(Signed)

I have, &c.

GEO. DOWLING, Master.

ACCOUNT of Land cultivated in the TRURO UNION from March 1857 to March 1858.

DR.		CR.	
	£ s. d.	£ s. d.	
To purchase of 6 store pigs -	8 10 4	By value of pigs in store, March 1857 -	15 0 0
„ seed potatoes, and small seeds -	3 15 0	„ potatoes, 823 gallons, used in the house, and charged at market price -	31 12 6
„ superphosphate and guano, &c. -	5 0 0	„ cabbage, turnips, carrots, onions, &c. for the year, at 7s. per week -	18 4 0
„ sharps for pigs -	2 9 0	„ pork consumed, 977 lbs. at 6d. -	24 8 6
„ vetches for seed -	0 8 0	„ carrots consumed by the house, 30 cwt. at -	1 10 0
„ beans for seed -	0 2 0	„ vetches, 30 cwt. at 1s. 6d. -	2 5 0
„ barley for seed, 2 bushels -	1 8 0	„ beans, 1 sack -	1 8 0
„ grinding barley -	0 17 0	„ barley, 17 bushels at 10s. -	9 10 0
Value of pigs in store, March 1858 -	17 0 0		
Profit in favour of the Union -	63 13 8		
	£102 18 0		£102 18 0

WALLINGFORD.

SIR,

Union Workhouse, 1858.

IN reply to your other inquiries, I beg to inform you we have between 7 and 8 acres of land under cultivation. The boys work in the garden as much by themselves as possible, and are superintended by myself and the porter. We generally take the second-class boys in the morning, and the first-class in the afternoon. The vegetables consumed in the house are charged to the provision account in each quarter.

J. Ruddock, Esq.,

Her Majesty's Inspector of Schools.

I have, &c.

(Signed) J. PALMER.

WANTAGE.

SIR,

Wantage Union, 26th March 1853.

IN compliance with your request of the 16th instant, I beg to forward you the required information respecting the land attached to the union workhouse.

1st. A detailed account sent herewith. 2. Quantity of land under cultivation 8 acres. 3. Produce, barley, swedes, mangold wurzel, carrots, parsnips, potatoes, and other vegetables. 4. Consumed in the house, and by the pigs. 5. Charged to provision account. 6. About 9 boys are employed on the land, apart from the old men. 7. No special agricultural instructor is kept. The boys are superintended by the schoolmaster, we have not a boy in the house at the present time but under 13 years of age.

I am, &c.

To J. Ruddock, Esq.,

Her Majesty's Inspector of Schools.

(Signed)

WILLIAM KIGHT,

Master.

WELLS.

RESPECTED SIR,

Wells Union, 24 April 1858.

I BEG leave to forward you the garden and farm account of this Union, hoping the same will be satisfactory. The detailed account, as desired, will be found as per balance sheet enclosed.

I have, &c.,

J. Ruddock, Esq.,

(Signed) JAMES TREE, Master.

Her Majesty's Inspector of Schools.

- | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|----|---------|----|--|---|---|----|---------|---|---|---|--------|-------|--|--|--|---|---|----|--|-------|--|--|--|
| <p>1. A detailed account of the gross receipts and expenditure?</p> <p>2. Quantity of land under cultivation?</p> <p>3. Nature of produce?</p> <p>4, 5. How disposed of?</p> <p>6. Whether the boys are employed on the land? how many? and whether they work with, or apart from, adult paupers?</p> <p>7. Whether there is a special agricultural instructor, and if not, how the field work is superintended?</p> | <p>1. Vide balance sheet.</p> <table border="0"> <tr> <td style="text-align: right;">A.</td> <td style="text-align: right;">R.</td> <td style="text-align: right;">P.</td> <td></td> </tr> <tr> <td style="text-align: right;">6</td> <td style="text-align: right;">0</td> <td style="text-align: right;">30</td> <td>arable.</td> </tr> <tr> <td style="text-align: right;">3</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> <td>grass.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td style="text-align: right;">9</td> <td style="text-align: right;">0</td> <td style="text-align: right;">30</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> </table> <p>3. Cabbage, potatoes, peas, beans, parsnips, carrots, turnips, onions, vetches, mangold, lucerne, and grass.</p> <p>4, 5. As per account.</p> <p>6. Yes; average about 12; and chiefly work apart from the adult paupers.</p> <p>7. No superintendent, but one is much needed; managed by the master.</p> | A. | R. | P. | | 6 | 0 | 30 | arable. | 3 | 0 | 0 | grass. | <hr/> | | | | 9 | 0 | 30 | | <hr/> | | | |
| A. | R. | P. | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 0 | 30 | arable. | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 0 | 0 | grass. | | | | | | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 0 | 30 | | | | | | | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | | | | |

We cannot close this brief notice without mentioning one thing in respect to the union band. It struck us that its performance, though very creditable, was not quite equal to what we had heard on some previous occasions. On remarking this to a gentleman, he said, "The truth is this—they are a fresh set of players. The boys in the union are so well trained that as soon as they are old enough they at once get situations. This has been the case with those who were members of the band at the time to which you refer." We mention this because it is due to those who have the training of the children in the union, and also because it will be gratifying to all the poor-rate payers in the district.

GARDEN and FARM ACCOUNT from Lady Day 1857 to Lady Day 1858.

Dr.

Cr.

EXPENDITURE.		RECEIPTS.	
	£ s. d.		£ s. d.
For rent, taxes of land, &c.	50 16 7	3 cows in stock, estimated value	45 0 0
Tools, implements, and dairy utensils, valued at	5 0 0	3 calves sold	3 10 0
Cows (3) estimated value	40 10 0	1,644 gallons milk, at 6d. per gallon	41 0 3
To 4 cow drenches, &c.	0 10 6	800½ lbs. butter, at 1s. per lb.	18 0 3
4 pigs in stock, valued at	11 0 0	2,788 pecks vegetables, at 6d. per peck	91 4 8
Bought 1 sow and 6 pigs	6 15 0	30 tons mangold wurzel at 10s.	10 0 0
3 sows to brawn	0 5 0	5 tons hay, at 8l. per ton	15 0 0
18 tons mangold wurzel at 10s.	9 0 0	Potatoes sold	13 6 9
For crops of lucerne during the season	3 0 0	Onions do.	3 6 6
3 tons hay at 8l. per ton	9 0 0	Cabbage do.	0 14 3
Barley and peas, &c. for pigs	10 1 3	Vegetables do.	3 6 0
For grinding do.	0 5 4	Carrots do.	0 19 0
To straw for pigs and cows	5 6 6	Parmips do.	0 3 0
Paid for manure	3 7 0	Turnips, peas, and fruit sold	0 19 9
Do. for labour	7 4 10	Pigs sold	19 18 4
For mowing, thatching, &c.	3 16 5	Manure from pigs and cows	5 0 0
Seeds for garden, &c.	4 4 0	In store 18 pigs, valued at	30 0 0
20 sacks seed potatoes at 10s.	10 0 0	" 4½ sacks potatoes	33 6 9
Bought seed do.	0 14 0	" Parmips 3 cwt.	0 5 0
Sundries	0 8 6	" Carrots 2½ do.	0 5 6
Balance (profit)	119 14 1	" Sweed turnips 3-do.	0 3 0
	£ 307 19 0		£ 307 19 0

WILLITON.

*Williton, near Taunton, Somerset,
22d March 1858.*

SIR,

IN reply to your letter of the 16th instant, I am directed by the guardians of this union to inform you that the land attached to this union workhouse rented for the purpose of garden ground was last year in wheat, the guardians finding it necessary or rather expedient to vary the crop. The workhouse boys were consequently not employed upon it at all, and the queries referring to their employment do not apply to this union for the current year ending the 25th instant.

I am, &c.

J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

(Signed) HENRY WHITE, Clerk.

WYCOMBE.

*Bledlow School, Princes Risborough,
March 9, 1858.*

HONOURED SIR,

I ENCLOSE a list of all the children sent out to service from this establishment since my appointment; and although there are some dark spots attached to the list under the head of observations, still I think there is much cause for gratitude, seeing so many poor friendless children have obtained respectable situations, and have discharged their duties with credit; and I am thankful to add that during the three years we have had but one death in the establishment, and even that was a poor child brought in ill from the union, and never rallied.

My balance sheet for the year ending Lady-day next I will forward as soon as completed, and beg to remain,

Honoured Sir, &c.

To J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

(Signed) H. H. MAYNE.

HONOURED SIR,

Bledlow School, 6th April 1858.

I HAVE much pleasure in presenting you with a copy of my balance sheet for the year ended Lady-day 1858. Although I regret that (through the loss of the greater part of our most choice potatoes last season, and fall in the price of stock this spring,) it does not show so large a balance in favour of the guardians as last year. I presented your letter to the board on the 29th ult. There was much business before the guardians, so that your queries were packed up with some other papers, and I did not get them again till yesterday.

I think you will find all the information you require upon my balance sheet; but should there be any other matter upon which you require information, I shall feel great pleasure in complying with your future requests; and have the honour to remain,

Honoured Sir, &c.

To J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

(Signed) H. H. MAYNE.

CR.

BLEDLOW FARMING ACCOUNT for the Year ended Lady-day 1858.

DDK,

Stock, &c. in hand, Lady-day 1857.		2 s. d.	
	Value	£	s. d.
2 cows		28	10 0
3 sows in pig		15	0 0
3 sows in pig		1	0 0
3 tons meadow hay		1	0 0
3 sacks beans and peas		1	17 0
1 " pollard		0	9 0
1 " blue peas		1	7 0
185 bushels potatoes		23	5 0
Carrots, parsnips, &c.		0	8 0
4 tons mangold wurzels		4	0 0
13 lbs. turnip seed		0	8 0
6 lb. sweet ditto		0	5 0
Seeds and plants in the ground		3	16 1½
Implements		2	8 6
Stock purchased, rent, and other expenses.			
4 strong pigs		11	2 0
Corn and grinding		54	3 4
Hay		36	5 9
Straw		11	3 6
Seeds, &c.		3	0 0
Implements, new and repaired		7	3 3
Rent of Land		10	17 6
Poor Rates, &c.		2	7 11
Land Tax		0	2 4
Sundry incidental expenses		0	4 4
		£	
		217	3 6½
		135	9 11
		81	13 7½
		£	
		43	10 10
		260	14 4½
		£	
Balance in favour, Lady-day 1858		260	14 4½

Quantity of land, including fences which divide it into three portions, is 5A. 3R. 10P. Number of boys generally employed 24, *i.e.* 18 in the morning, and 12 in the afternoon; so that every boy gets 3 hours in school daily. Besides the cultivation of the land, we generally keep 2 cows and a number of pigs, which not only produces manure for the land, but afford practice for the boys whereby they become more efficient agricultural labourers or servants. The whole of the industrial training of the boys is managed by the superintendent of the establishment, which is *four miles* distant from the adult pauper *farmstead*. The girls are instructed by the matron assisted by a laundress.

Only use this margin assisted by a numerist.

Part of the proceeds of the land, &c. are sold by the superintendent, and accounted for in his day book, and part are consumed by the officers and inmates of the establishment, and charged at their marketable value in the *Provision Receipt and Consumption Book*, C. 27, 28, 29.

H. H. MAYNE,
Superintendent.

A LIST of CHILDREN sent to service from the WYCOMBE UNION SCHOOL since May 1st, 1855.

When sent.	Name.	Age.	Employer's Profession.	Observations, &c. March 9th, 1858.
1855:				
June 11th -	Smith, Emma	15	Farmer -	Lost her situation through bad temper; now in union house.
September 17th -	Hayesden, Louisa	15	Gentleman -	Served her employer till he died; has now an excellent situation.
October 11th -	Reeves, Richard	15	Farmer -	Served his employer with credit; has now a better place.
" 15th -	Janes, Mary	15	Farmer -	Still keeps her place.
1856:				
January 20th -	Goddard, Eliza	16	Farmer -	Served her employer with credit 12 months, and then took a better place.
April 16th -	Turner, Julia	16	Gardener, &c. -	Lost her place through bad temper; now in union house.
" 18th -	Ferguson, Malinda	15	Farmer -	Kept her place 18 months, and then took another.
" 18th -	Reeves, James	16	Farmer -	Kept his place 18 months, and then took another.
May 24th -	Smith, Harriet	14	Farmer -	Kept her place with great credit 18 months, and has now a better one.
June 28th -	Busby, Mary Ann	14	Farmer -	Kept her place 12 months, and has since obtained another situation.
July 2d -	Smith, Eliza	14	Grocer, &c. -	Still keeps her situation with great credit.
August 26th -	Fox, Caroline	16	Ironmonger -	Lost her place through bad temper, but has since gone again to service much improved.
September 9th -	Ferguson, Mary	14	Farmer -	Still keeps her place with great credit.
December 26th -	Morris, William	14	Pawnbroker -	Master much pleased with him, and has now taken him apprentice.
1857:				
February 4th -	Boot, George	14	Furrier -	Still keeps his place, and is much respected.
" 17th -	Wapbott, William	14	Clergyman -	Keeps his place.

February 19th	Redrup, Sarah Ann	16	Farmer	Keeps her place.
" 26th	Reeves, Hannah	15	Assessor, &c.	Keeps her place.
March 8th	Hopgood, Mary Grace	144	Independent Lady	Keeps her place.
" 18th	Redrup, Andrew	13	Farmer	Keeps his place.
May 1st	White, Thomas	16	Chair Manufacturer	Now apprenticed.
" 8th	Smith, Phoebe	144	Farmer	Lost her place, not being strong enough; now in this house.
" 8th	White, Susan	144	Farmer	Keeps her place with respect.
" 12th	Allen, Harriet	16	Farmer	Has left her place, but obtained another.
" 12th	Budd, George	16	Governor of County Prison	Keeps his place with respect.
" 12th	Bates, Thomas	14	Chair Manufacturer	Apprenticed.
" 26th	Ryder, John	12	Farmer	Is much respected by his master.
" 26th	Parkins, John	16	Coal Merchant	Left his situation, not being strong enough; now in union house.
July 14th	Sevens, Julia	14	Farmer	Keeps her place with respect.
September 8th	Folly, Mary	14	Tailor, &c.	Keeps her place with respect.
" 23d	Johnson, Mary Ann	13	Chair Manufacturer	Keeps her place with respect.
October 8th	Simons, Thomas	124	Gentleman	Is much prized by his master, who has just engaged another.
" 9th	Fox, Caroline	164	Farmer	Gone out a second time much improved.
" 10th	Burnham, William	15	Farmer	Lost his situation through dishonesty.
" 19th	Hayes, Ann	15	Butcher	Left her place, not being strong enough.
" 26th	Cope, John	13	Boot and Shoemaker	Now apprenticed.
1858:				
February 2d	Montague, Thomas	12	Farmer	Gives satisfaction at present.
" 26th	Smith, James	15	Farmer	Gives satisfaction at present.
" —	Newell, Hannah	14	Farmer	Engaged, but not yet left the house.
" —	Meakes, Edwin	15	Gentleman	Engaged, but not yet left the house.

(Signed) H. H. MAYNE, Superintendent.

**GENERAL REPORT, for the Year ending Lady Day 1858, by
Her Majesty's Inspector of Schools, H. G. BOWYER, Esq.,
on the SCHOOLS of PAROCHIAL UNIONS and on the REFOR-
MATORIES inspected by him in the EASTERN and MIDLAND
DISTRICT.**

MY LORDS,

THE state of workhouse education in my district during the parochial year terminating at Lady Day 1858 offers few subjects for remark of sufficient importance to justify me in reporting them to your Lordships. The numerous reports which, in the course of the last ten years, have emanated from those among your Lordships' inspectors who are charged with the inspection of workhouse schools, must, by this time, have placed in as clear a light as can be well expected the peculiar characteristics and the inherent defects of this department of education. And I am sensible that I have personally been so often seduced by a zeal, perhaps not yet sufficiently tempered by disappointment, to reiterate the oft-told tale of the evils which must inevitably result from the attempt to train up the children of paupers to industry and virtue in the midst of pauperism and vice, that I should be laying a claim to a greater measure of indulgence than I can have a right to were I to enlarge on that familiar theme in this my Ninth Annual Report. I shall, therefore, pass that subject by, merely guarding myself from the misconception to which my silence might possibly lead, by stating that notwithstanding the improvements which have been effected by the joint exertions of your Lordships' inspectors and those of the Poor Law Board, as well as the better feeling of boards of guardians with regard to education, my opinion as to the radical faultiness of the whole system of workhouse education remains unshaken.

With this proviso I shall confine myself to describing the present condition of the schools under my inspection, and offering such observations as may be required for the elucidation of the subject.

The changes which have taken place among the teachers have been much above the average. The number of appointments was 72, of which only eight were transfers from one school to another. In the preceding year they were 49, and the usual number is about 50. I am not aware of the

Present
state of the
teaching
body.

existence of any peculiar cause for the increase which has taken place during the present year. The circumstances which occasioned the resignations that led to these appointments appear, as far as they are known to me, to have been not unlike those of previous years. Some teachers have resigned because they disliked the confinement and irksomeness of the life of a workhouse teacher; others on account of disagreement with the workhouse master and matron; others for the sake of the supposed superior rank of a teacher unconnected with the workhouse; others, again, from no conceivable motive but the natural restlessness of their profession; and others, as an alternative preferable to the penalty of dismissal which they had incurred by incapacity, neglect of duty, or graver misconduct. This last cause of resignation has certainly not been less frequent than in previous years, and several conspicuous cases of misconduct have occurred. The new teachers have not been, on the whole, below the ordinary standard of the body among whom they were enrolled. None of those whom I have examined (and these are all but a few recently appointed) exhibited high qualifications, but in general they were not inferior in ability to their immediate predecessors in the same schools. The good schools in which a change of teachers has taken place have in all cases been fortunate in their appointments. Those that rank next in merit, which are usually characterised as "very fair," have, on the whole, gained by the new appointments that have taken place in them, and none of them (unless it be two that have taken place since the termination of my tour of inspection) can be considered to have lost by the change. In the next class of schools, which may be termed "fair," very few changes have occurred, and those have been generally for the better. It is in the lowest class of schools, which fall under the denomination of "moderate," that the greater number of fluctuations in the teaching body have occurred, as is usually the case; and it is here also that the new appointments have been generally least satisfactory, both in regard to professional ability and to moral character. Some of these teachers I have never seen, as they were compelled to resign before I had visited their schools, and others did so in consequence of my visit.

I have several times had occasion to remark in my previous reports the extraordinary ill-fortune that appears to attend some boards of guardians in procuring teachers for their schools. This has been as strikingly exemplified during the last year as previously. Some boards have been obliged to advertise, without success, several times, and have at last been constrained, by sheer necessity, to content themselves

with incapable teachers. The school, in these cases, suffers, not only intellectually, by the long period during which it is without a teacher, as well as by his inefficiency and negligence, but morally, by the bad example which he sets to his pupils. Other boards, on the other hand, appear to experience no difficulty in suitably filling the vacancies which occur, however frequent they may be; and some few have retained the same teachers for a considerable number of years. Several of these teachers are persons of considerable professional ability, and all are of high moral character. Their euthanasia as teachers is generally promotion to the offices of master and matron, which, though seldom more highly remunerated than that of a teacher with a certificate of efficiency, are less laborious, and are invested with greater social consideration by the prejudiced opinion of the English people. Among the more permanent class of teachers, there are a good many mistresses who, though possessed of not more than average attainments and skill in teaching, effect a vast deal of good by the steadiness and diligence with which they perform their duties both as teachers and as industrial trainers, and by the good moral tone they infuse into their pupils. One of this highly meritorious class of persons, the venerable mistress of the Leek union school, will soon be compelled, by the increasing infirmities of age, to retire from the office which she has so long adorned by her sterling and unostentatious virtues. It will, no doubt, be easy to find a teacher among the younger members of the profession, who are in the enjoyment of advantages to which she could not aspire, possessing more extensive attainments, and consequently able to teach a greater variety of things; but very few will assuredly excel her within the limits of sound scriptural and religious knowledge, reading, writing, the more necessary rules of arithmetic, useful needlework, knitting, washing, and ironing, which alone she pretends to teach; and still fewer in the power of bringing forward very young children, and maintaining perfect discipline and a healthy tone among a mixed assemblage of boys, girls, and infants, many of them entering the school unaccustomed to control or to any steady pursuit, and tainted with the vices of the class from which they spring.

Present
condition of
the schools.

I now proceed to describe the present condition of the schools.

There are in my district 136 workhouses in which the children are instructed in the house, and the number of schools in them under distinct teachers is 208. Of these I consider 17 boys' schools, six girls' schools, two infant schools, and nine mixed schools, to deserve the appellation of "good."

Their names are as follow :

BOYS' SCHOOLS.	GIRLS' SCHOOLS.	MIXED.	Good school's.
Birmingham. Miford and Launditch. Leicester. Bow. Stoke-upon-Trent. Wolverhampton. Chesterton. Ipswich. Lincoln. Spilsby. Eppingham. Depwade. Hitchin. Melton Mowbray. Norwich. Great Yarmouth. St. Ives.	Ipswich. Boston. Melton Mowbray. Stoke-upon-Trent. Miford and Launditch. Birmingham. <hr/> <hr/> INFANT SCHOOLS. <hr/> Birmingham. Miford and Launditch.	Downham. Thetford. St. Faith's. Newcastle-under-Lyme. Ely. Northampton. Kettering. Uppingham. Woburn.	

Among these the first six of the boys' schools, the first two of the girls' schools, and the first two of the mixed schools, may be safely termed excellent. Of these the greater number have occupied the same position during the whole ten years in which they have been under my inspection. But the Birmingham, Leicester, and Wolverhampton boys' schools, the Boston girls' school, and the Thetford mixed school, would not have ranked so high a few years ago. On the other hand, the Gainsborough and Spilsby schools, which then excelled in many respects every other, have now descended to the rank of "very fair." The Northampton, Kettering, and Woburn schools owe their present position among the "good" to the exertions of their present teachers.

As very various estimates may be formed of what constitutes a good school, it may be convenient, for the purpose of appreciating this list, that I should explain what standard I have adopted in making the selection. A school deserves, in my opinion, the appellation of "good" when it answers to the following description. The first class answer accurately and intelligently any questions on Scripture that can be put by the examiner without special preparation; not merely know, but understand the catechism (if members of the church of England); are well acquainted with the spiritual and moral lessons taught by the parables, and the meaning and application of the most important prophecies; read with intelligence the fourth or fifth Irish book; write from memory on slates, with few or no errors, a reign of a king of England, or an account of any person they have read of in Scripture; write good hands; can work correctly the higher rules of arithmetic, and put down in figures the most difficult numbers the examiner can invent; are fairly acquainted with geography; and can parse correctly a sentence from one of their school books. I do not consider it essential to the character of a

What constitutes a good school.

good school that English history should form a distinct item in the course of instruction. The gradation of instruction in the other classes should be maintained with as great regularity as the circumstances of the school permit, as it must be well known to every inspector of workhouse schools that they differ greatly from each other in the character of their composition, and that the fluctuating element is permanently more considerable in some than in others; a circumstance which must be taken into account in judging of the instruction of the lower classes. I need hardly add that the tone and discipline of the school must be good, since this is a necessary condition of the attainment of the qualifications which I have previously described. As, however, industrial training is often considered more as an adjunct than an inherent part of a school, I must distinctly state that no school should be considered good in which this essential portion of the children's education is neglected.

New system
of discipline
of the Bir-
mingham
workhouse
school.

I think it may be useful to the managers of workhouse schools, as well as all others in which the children are boarded, if I, before passing to the next class of schools, give a brief account of the system of rewards and punishments recently introduced in the most considerable of these schools; I mean that of the parish of Birmingham.

At the time of the appointment of the present schoolmaster, and for some time previously, the boys' school was in an unsatisfactory state of discipline, and the punishments consequent on the misconduct of the children did not appear to produce a beneficial effect. The school committee, therefore, took the whole subject of discipline into their consideration, and did me the honour of requesting me to confer with them upon it. The result of their deliberations is set forth in a report of the sub-committee to the board of guardians, dated 28th November 1856, the most important recommendations of which are contained in the following extract:—

Report of
the sub-
committee
on discipline
to the board
of guar-
dians.

"They consider that discipline would be materially prejudiced in the school if it were known that pain would not be inflicted as a consequence of the commission of any offence. Some discretion, they conceive, must be intrusted to the hands of the schoolmaster for the degree in which he exercises this means of maintaining discipline.

"The restrictions imposed by order of the board, viz., that no corporal punishment is to be inflicted except in the presence of the master of the house, and not until two hours after the commission of the offence, and a full report of the same entered in a book kept for the purpose, they have recommended to be strictly enforced.

"In the absence of the cane, it is absolutely necessary that other inducements to good conduct be presented, and a higher motive than fear appealed to.

"While they deprecate the principle that obedience and attention should be paid for, it is highly desirable that the better feelings should be stimulated

by some beneficial advantage made to result from worthy conduct in every department. A degree of moral training would thereby be exercised which alone can impart a knowledge of right and wrong, truth and falsehood, honesty and dishonesty, order and cleanliness; and they recommend that the schoolmaster be directed to keep a register of the conduct of each boy, and place a mark against any one offending against the established rules, using bad language, or being inattentive in school; that the list be examined weekly, and those who have incurred forfeit be deprived of the afternoon walk, excluded from the play-ground, or that part of it where the most attractive games are practised, or have dry bread instead of the usual ration. On the other hand, in order to create a laudable emulation, they recommend that the appointment of monitors, or captains of classes, be made by giving to the most meritorious some mark of distinction, as a coloured neckerchief, a stripe on the arm, or medal to be worn; and that this class be allowed certain privileges, as the extension of bounds, retirement for reading in the playroom at night, admission to an upper singing class, the use of particular gymnastic apparatus, or such other favours as the master may find expedient.

"They particularly recommend that the best boys be encouraged to a spirit of independence, and taught self-control, by the practice of some responsibility, as being sent out of the house on errands under strict control as to the time of their absence, and that their intelligence be exercised by having verbal messages to bear as occasion may require; for this purpose, that voluntary extra work, as writing, committing useful exercises to memory, be rewarded. The master should be instructed to observe the conduct of the children during play hours, and notify the quarrelsome, or dishonest, or users of bad language, with the view of registering this part of their character; as equally important as the scholastic progress.

"At the end of the year or half year, particular examination be made, and report of conduct and character prepared from the register. * * *

"We recommend that the same system adapted to their different circumstances be introduced into the girls' school, and that a distribution of inexpensive toys be occasionally made according to merit among the infants, which would afford an inducement to instruction and a source of development to their little minds, of which in their monotonous nursery they are now entirely deprived."

Annual examinations for prizes were subsequently instituted, and the school committee, at my suggestion, limited the competition to those boys who had obtained a certain number of good-conduct marks, thus impressing on the children's minds that the guardians attach more importance to moral qualities than to intellectual.

These measures have been attended with the most complete success. At my last inspection the improvement which had taken place in the tone of the school was apparent to the most cursory observation, especially in the boys' school, where the new system had been first introduced and more completely carried out. It was evident that they no longer regarded the house as a prison from which they longed to be free, but as a happy home; and the cheerfulness, eagerness, and intelligence with which they applied themselves to whatever they were set to do in the course of the examination showed that they were not actuated solely by the fear of punishment, but by hope, emulation, the desire of obtaining the approbation of

Examinations for prizes.

Success of these measures.

their superiors, and by ingenuous gratitude towards their kind and thoughtful friends. One of these kind and thoughtful friends has favoured me with an instance of the improved public feeling among the boys. "A fresh boy, lately from the streets, had planned to abscond with his new clothes; but his schoolfellows immediately contrived to prevent him, trapped the runaway as he was making off, and held him till the master came to secure him. Some twelve months ago the whole school would have aided such an attempt, and there has not been any absconding from the boys' side for months. Formerly a week seldom passed without such an occurrence."

Very fair
schools.

The next class of schools, that designated by the terms "very fair," comprises all those which are decidedly above the average standard of workhouse schools, and yet do not deserve to be called positively good. Some of them, however, approach so closely to this standard, that I have abstained from numbering them among the good schools only in order to be on the safe side. Others, again, are not easy to distinguish from the class immediately below them. I number in this class 26 boys' schools, 17 girls' schools, and 17 mixed schools. Several of them are improving, and will probably rise to the rank of "good" schools.

Fair schools.

The class of "fair" schools embraces 15 boys' schools, 24 girls' schools, and 21 mixed schools, the latter, with three exceptions, conducted by a mistress alone. It is much easier to determine what schools are fair and what are not, than to define in general terms what constitutes *fairness* in a school. But any person who has had occasion to inspect a school conducted by a teacher of moderate attainments and no training, but intelligent, good tempered, and conscientiously diligent in the performance of his duties, will possess in the results effected by such teaching an example of what I consider to be a fair school. As the majority of the teachers in this class of schools are mistresses, the teacher of this model "fair" school must be supposed to be a woman.

These schools, together with the very fair and the good, form a total of 154 out of the 208 schools in my district forming part of the workhouse, leaving 54 which I cannot class higher than moderate, and many of which deserve a still more unfavourable designation. It is in this class of schools that are found the most ignorant and inefficient teachers; but the unsatisfactory results of their teaching is sometimes rather the consequence of wilful neglect of duty than of positive incapacity.

Industrial
training.

The industrial training is, I believe, as efficient as the circumstances of the several workhouse schools admit of. The quantity of needlework and knitting requisite to provide

clothing for the inmates affords to the girls opportunities for acquiring those useful arts, and for accustoming themselves to steady application to industrial pursuits, such as are not enjoyed by any other elementary school, not professedly industrial. Indeed these industrial occupations sometimes occupy more of their time than is quite consistent with due progress in school instruction; an evil which it is quite impossible entirely to put an end to. In some schools the nature of the needlework is not exclusively determined by the requirements of the inmates, but cutting out, shirt making, &c. are taught to the elder girls. Wherever also it appeared practicable I have recommended the erection of separate laundries for the girls, and have generally found the guardians fully impressed with the importance of training them to every domestic art that could be taught in a workhouse. Wherever the labour of superintending the entire industrial training of the girls is too great to be efficiently performed by the mistress, industrial instructors have been appointed.

The industrial training of the boys is less intimately connected with the requirements of the establishment than that of the girls, as the clothing and shoes, which may be made by the boys, are frequently supplied by contract, and mended by an inferior workman. But pieces of land have been procured for the purpose of industrial training at various times since I have been occupied in the inspection of these schools; and where the number of boys has not been sufficient to warrant such a step, they have been more steadily employed than previously in the cultivation of the land already belonging to the union. In the larger schools I have advised the appointment of an agricultural industrial instructor wherever it appeared to be required. Most of these officers, however, are shoemakers and tailors; and in these cases the advantage of their being placed on the footing of industrial instructors paid out of the Parliamentary grant has been to enable me to require from them greater attention to the instruction of the children employed under them, improved workmanship, and an increase in the number of apprentices.

The following are the industrial instructors in my district:

Banbury.—Tailor and shoemaker.

Bedford.—Tailor and shoemaker.

Birmingham.—Tailor, shoemaker, and laundress.

Boston.—Agricultural instructor.

Ely.—Laundress.

Hartismere.—Shoemaker.

Leicester.—Shoemaker, tailor, and laundress.

Norwich Boys' Home.—Matron.

Norwich Girls' Home.—Matron, and instructor in laundry-work and household work, &c.

Nottingham.—Tailor and shoemaker.

Stoke-upon-Trent.—Laundress.

Warwick.—Agricultural instructor and laundress.

General reflections on workhouse education, and its results.

I have now terminated the part of my Report which relates to union schools. It has been my object to describe as briefly as possible the present state of those schools, while avoiding, as far as is consistent with that object, the repetition of remarks which I have made in my previous Reports. This is, however, by no means easy, as this department of education, unlike those unconnected with the Poor Law, is incapable of further development, and has for several years attained all the improvement of which it is susceptible, without those changes in its organization that I have so often felt it my duty to recommend in my previous Reports. It is, consequently, difficult to avoid falling into the fault of monotony in describing the same schools for the ninth time, and I hope this will plead my excuse if I have not entirely succeeded in doing so.

Though I cannot profess to be satisfied that all has been accomplished that was possible towards the important object of raising the youthful portion of the pauperized classes above the low level on which their parents grovel, I should not do justice to the exertions of boards of guardians, of the Poor Law inspectors, and perhaps I may add of your Lordships' inspectors, were I to fail to acknowledge that the education imparted to those children in workhouses is, with all its defects and inherent drawbacks, on the whole, an inestimable benefit both to the children themselves and to society; and that a vast number of them who would, but for that education, remain paupers all their lives, or recruit the criminal population, grow up to be industrious men and women, and are never more seen in the workhouse. Where the teachers are competent, devoted to their duties, and religious, their labours never fail, in spite of all the adverse circumstances with which they are surrounded, to bear abundant fruits. The friends of national education are often met by the assertion that the great improvement which has taken place of late years in the education of the humbler classes has produced no corresponding improvement in their morality. From this some draw the conclusion that a good education has no moralizing tendency, and some even that its tendency is positively noxious. The best answer to these objectors is:—"Go, and see a really good workhouse school, one in which the children are taught practically and industrially. You will there be enabled to observe the working of a sound education, under disadvantages second only to those which would attend it in a

prison. Inquire into the origin and domestic circumstances of these children. One is the child of a tramp. He entered the house with his two sisters, filthy and savage, ignorant of everything useful, with less religion than a native of the interior of Africa, but an astonishing precocity in the use of oaths and bad language. Fortunately for them all, their parents deserted them. The boy was for some time supposed to be an idiot; but his mind has developed itself under the influence of the exercise of its faculties afforded by the school, the society of his well-educated schoolfellows, the improvement of his bodily health produced by cleanliness, good diet, and clothing, and kind treatment by his teacher and the other authorities of the house. Though still preserving some peculiarities both of mind and of body occasioned by neglect and ill-usage in his infancy, which peculiarities will cling to him through life, he has turned out, on the whole, as intelligent as most of the other children, and both he and his sisters are gradually revealing the naturally good dispositions which God had given them, but their parents had so nearly ruined. Another family of children are in the house because their parents are in prison. If their sentence is long enough they will perhaps be rescued from a similar fate. These children are orphans. They are the most hopeful part of the school. These, again, (a very numerous class,) are illegitimate, taken into the house with their mothers. They constitute the greatest difficulty with which the teacher has to contend, as the evil example and corrupting society of their parents counteracts all the good effected in the school. This is especially the case with the girls. But even these exhibit in their appearance and conduct undeniable evidence of the advantage of a good education. They acquire habits of order, cleanliness, and obedience; they become good needlewomen; can wash and iron, and perform other domestic duties. They are, consequently, placed above the temptations of want when they leave the house. This alone is an inestimable advantage, as half the errors and vices of the female lower classes proceed from incapacity to earn their living by honest industry. But they can also read, write, and sum far better than most children of the labouring classes, and can consequently obtain better situations. Moreover they breathe when in school a purer atmosphere than that in which they were born. They know that there exists a higher tone of morals than that of their parents, and a public opinion whose censure is dishonourable, and whose good opinion is valuable. But above all they have learnt those truths which are able to 'make them wise unto salvation.' They thoroughly believe them; and though they may for a time disregard them in practice

when they leave the house, they will never entirely forget them, and may perhaps some day recall, with God's blessing, their faint but pure image, and follow its gentle lead back to the fold from which they had strayed so far. You cannot forecast the destiny of the children now in the school; but you can form a pretty correct idea of it by inquiring into the condition of those who have previously left it. If the board be careful in the selection of the person with whom they place those who are under their *quasi parental* charge, you will be surprised to find how well they have mostly turned out, and that even many of the children of vicious parents have been preserved from the contagion of their evil example by the good principles and industrious habits acquired in the school.

"If such are the fruits of a sound education under so great disadvantages, it can only be because the education imparted in ordinary parochial or denominational schools is *not sound* that they do not, as is alleged, produce all the benefit to the morality of the labouring classes that their promoters had anticipated."

Education
of out-door
pauper chil-
dren.

The education of out-door pauper children does not come under my inspection; but since the great body of the children in the various workhouse and district schools throughout the country are recruited from the out-door relief list, I hope that I may be permitted to conclude this part of my report with a few observations on this subject. I am further induced to venture on these remarks by the circumstance that the general state of national education in England and Wales is about to become the subject of official inquiry. There is indeed no class of society towards which the Commissioners who may be charged with this important duty can, in my humble opinion, more usefully direct their investigations, since it is the class in which (unless I am much mistaken) the deepest ignorance and degradation will be found to prevail; and it is also that which, constituting as it does the heaviest burden that the ratepayers of the country have to sustain, can with least questionable justice be legislated for, with a view to the public good as well as its own, less in a permissive than in a compulsory spirit. When also it is found that (as appears from the Ninth Annual Report of the Poor Law Board) the total number of children under 16 relieved in doors is about 46,600, while that of the children under the same age relieved out of doors is nearly 265,000, or more than five times as great, it is impossible not to be struck with the smallness of the efforts made by the country, since the establishment of the present Poor Law, for the education of the larger number, compared with the watchful care with which she has ensured the instruction and industrial training of the smaller, and the vast sums

she has cheerfully expended for that object.* Perhaps it may be that the very magnitude of the number to be dealt with (on the 1st of January 1849 it amounted to 328,000) gave an appearance of hopelessness to the undertaking; perhaps that the fact of these children residing beyond the limits of the direct authority of boards of guardians seemed to place the subject of their education out of the category of Poor Law legislation; but, whatever may be the cause of the omission, I do not believe that any legislative attempt has been made to promote the education of children in the receipt of out-door relief till the 26th of June 1855, on which day the 18th and 19th Vict. c. 34. was passed, intituled "An Act to provide for the education of children in the receipt of out-door relief."

The preamble of this Act proclaims the important principle that "it is expedient that means should be taken to provide education for the young children of poor persons who are relieved out of the workhouse." This declaration appears to me to be pregnant with more important consequences than the clauses by which it is followed, as it raises the education of out-door pauper children, *as such*, to the rank of a question of public policy. It may therefore be concluded that if this Act should have proved ineffectual to carry out that public policy the attempt will not be finally abandoned.

The first section enacts, "that the guardians of any union, or any parish in England wherein relief is administered by a board of guardians, may, if they deem proper, grant relief for the purpose of enabling any poor person lawfully relieved out of the workhouse to provide education for any child of such person between the ages of four and sixteen, in any school to be approved of by the said guardians, for such time and under such conditions as the said guardians shall see fit." Section 2. provides, "that the Poor Law Board may at any time issue their orders to regulate the proceedings of the guardians with reference to the mode, time, or place in or at which such relief shall be given or such education received." Section 3. provides "That it shall not be lawful for the Guardians to impose as a condition of relief that such education shall be given to any child of the person requiring relief." Section 4. enacts, "That the cost of the relief so given for the education of any such child shall be charged to the same account as the other relief granted by the said Guardians to the same poor person, and

Act to provide for the education of out-door pauper children.

* These statistics are taken on 624 unions having a population of 16,529,865 persons, or 1,397,744 short of the population of England and Wales. The total number of children under 16 in the receipt of out-door relief was 270,000 on the 1st of January 1857 and 259,953 on the 1st of July 1858.

may be given by the said Guardians, and recovered by them as a loan under the same circumstances and in like manner as such other relief." Section 5. enacts that, "in the case of any child of such age as aforesaid relieved out of the workhouse, which child has been deserted by its parents or surviving parent, or both whose parents are dead, it shall be lawful for such guardians, in their discretion, and with the like power of regulation on the part of the Poor Law Board as aforesaid, to grant relief for the purpose of providing education for such child in any such school as aforesaid." Section 6. enacts that "the words used in this Act shall be construed in like manner as the words contained in the Act of the Fifth of William the Fourth, chapter seventy-six, and the several Acts incorporated therewith." This Act is purely permissive; and boards of guardians are further warned, in the circular of the Poor Law Board dated the 9th of January 1856, "that the parent must be wholly unconstrained in seeking this aid, the Act having expressly provided that the guardians shall not make the providing of the education a condition previous to their grant or continuance of the other relief."

Return
showing the
operation of
that Act.

In the session of 1857 a return was made to the House of Commons, on the motion of Mr. Miles, stating, 1. The number of children who were then provided with education by aid afforded by the guardians of unions to their parents under the Act; 2. The number of children who have been relieved out of the workhouse, having been deserted, or who, being orphans, have relief granted for the purposes of education, together with the cost of relief so given in each union from the passing of the Act to the 22d of May 1857.

Failure of
the Act.

The result of this return is, that out of the 612 unions embraced in it, 418 have in no instance availed themselves of the powers conferred on them by the Act; while the remaining 194 have done so only to the extent of educating 5,353 children by aid afforded to their parents, and 1,184 orphans or deserted children. Now among the former class of children there were on the 1st of January (according to the Poor Law Report for 1856), the enormous number of 126,703 children dependent on widows, most of whom were probably long enough in the receipt of ordinary relief to have derived inestimable benefit from the additional educational relief, had it been bestowed on them; while it is extremely improbable that their mothers should have paid for their schooling out of the pittance which they received avowedly for their maintenance alone. It may safely be assumed that very few of these widows were even aware that they might claim the additional educational relief, or would have sufficiently appreciated the boon to do so had they known it. There

were also 5,645 children relieved on account of parents being in gaol, 2,939 children of soldiers, sailors, and marines, and 11,124 children of other non-resident males, the great majority of whom must, in all probability, have been long enough chargeable to have derived great benefit from the educational relief had they received it; were extremely unlikely to obtain it through the application of their parents, utterly ignorant of their rights; and had as little chance of obtaining education out of the ordinary relief granted on their account. Of all these destitute and neglected children only 5,358 have received any education under the Act! But if pauper children with parents are dependent for their education on the solicitude of boards of guardians, how much more obviously so are those who are deprived of their natural protectors? How much more imperative is, therefore, the duty which devolves on boards of guardians, who are placed with regard to them *in loco parentis*, conscientiously to exercise the powers with which the Act has invested them? This consideration was clearly placed before them by the Poor Law Board in their circular of the 9th of January 1856; yet out of 612 unions, 418 did not afford education to a single orphan or deserted child, or, indeed, to any other. The consequence of this neglect is, that out of 14,791 children of this class only 1,184 received education under this Act.*

The importance of providing education for a class of children which the ordinary educational machinery of the country is unable to reach, but which, more than any other, requires the direct agency of society to assist it to rise from its abject condition, has induced me to call attention to the imperfect success that has attended this first attempt made by Parliament towards that object. I do not, however, presume to offer any opinion upon the merits of the Act to provide education for out-door pauper children. One cause of its failure I may venture to conjecture; and I think that those who are aware to what degree the administration of ordinary relief, the legal questions arising from it, and the control of the officers of the union, occupy the time and attention of boards of guardians, will not consider my conjecture a rash one; I mean, that the great majority of the guardians of the country are not aware of the existence of the Act, and that many of those who were aware of it when first promulgated have long since forgotten it. Unless, indeed, general orders

Principal
cause of that
failure.

* I am aware that the statistics of the Poor Law Board give *all* the children under 16, and that consequently those under four years of age could not be sent to school; but the deduction on account of these children would not materially diminish the disproportion between the number who ought to have been educated and the number who were educated.

be given by boards of guardians to their relieving officers to call their attention to the question of educational relief in every case in which there are children between four and sixteen years of age, in order that it may be necessarily taken into consideration, the Act must inevitably become obsolete in the course of time.

In order to prevent this, as far as in me lies, I have extracted from the Parliamentary return the portion that relates to my district, and beg respectfully to recommend it to the attention of the boards of guardians. They will perceive that some boards, such as those of the Mitford and Launditch, the Wisbeach and the Wangford unions, have worked the Act with considerable success; and if they be desirous of following their example they have only to inquire from those boards what method they have pursued.

UNIONS.	Number of Children who are now provided with Education by Aid afforded by the Guardians to their Parents, according to the provisions of the Act 18 & 19 Vict. c. 34.	Number of Children who have been relieved out of the Workhouse, having been deserted by their Parents or surviving Parent, or, being Orphans, have Relief granted by the Guardians for the purposes of Education.	TOTAL Cost of Relief so granted by the Guardians for the purposes of Education.
BEDFORDSHIRE.			
Amphill - - -	37	2	£ s. d. 3 10 6
Bedford - - -	12	—	1 8 1
Biggleswade - - -	—	—	—
Leighton Buzzard - - -	—	—	—
Luton - - -	19	1	5 19 4
Woburn - - -	—	—	—
Totals - - -	68	3	10 17 11
BUCKS.			
Buckingham - - -	—	—	—
Winslow - - -	—	—	—
Totals - - -	—	—	—
CAMBRIDGESHIRE.			
Cambridge - - -	—	—	—
Caxton and Arrington - - -	—	—	—
Chesterton - - -	—	—	—
Ely - - -	—	—	—
Linton - - -	—	—	—
Newmarket - - -	11	2	2 10 11

UNIONS.	Number of Children who are now provided with Education by Aid afforded by the Guardians to their Parents, according to the provisions of the Act 18 & 19 Vict. c. 34.	Number of Children who have been relieved out of the Workhouse, having been deserted by their Parents or surviving Parent, or, being Orphans, have Relief granted by the Guardians for the purposes of Education.	TOTAL Cost of Relief so granted by the Guardians for the purposes of Education.
CAMBRIDGESHIRE—cont.			<i>£ s. d.</i>
North Witchford - - -	—	—	—
Whittlesey - - - -	7	7	0 16 5
Wisbeach - - - -	133	—	24 1 5½
Totals - - -	151	9	27 8 9½
ESSEX.			
Colechester - - - -	—	—	—
Halstead - - - -	—	—	—
Lexden and Winstree - - -	—	—	—
Saffron Walden - - - -	—	—	—
Tendring - - - -	—	—	—
Totals - - -	—	—	—
HERTS.			
Buntingford - - - -	—	—	—
Hitchin - - - -	3	—	2 18 0
Royston - - - -	—	—	—
Totals - - -	3	—	2 18 0
HUNTS.			
Huntingdon - - - -	—	—	—
St. Ives - - - -	—	—	—
St. Neot's - - - -	27	—	6 1 2
Totals - - -	27	—	6 1 2
LEICESTERSHIRE.			
Ashby-de-la-Zouch - - -	—	—	—
Barrow-on-Soar - - - -	—	—	—
Billesdon - - - -	—	—	—
Blaby - - - -	—	—	—
Hinckley - - - -	6	3	2 7 0
Leicester - - - -	—	—	—
Loughborough - - - -	—	—	—
Lutterworth - - - -	—	—	—
Market Bosworth - - - -	—	—	—
Market Harborough - - -	—	—	—
Melton Mowbray - - - -	—	—	—
Totals - - -	6	3	2 7 0

UNIONS.	Number of Children who are now provided with Education by Aid afforded by the Guardians to their Parents, according to the provisions of the Act 18 & 19 Vict. c. 34.	Number of Children who have been relieved out of the Workhouse, having been deserted by their Parents or surviving Parent, or, being Orphans, have Relief granted by the Guardians for the purposes of Education.	TOTAL Cost of Relief so granted by the Guardians for the purposes of Education.
LINCOLNSHIRE.			
Boston - - - - -	—	—	£ s. d.
Bourn - - - - -	24	2	7 13 9
Caistor - - - - -	—	—	—
Gainsborough - - - - -	—	—	—
Glanford Brigg - - - - -	7	2	2 16 2
Grantham - - - - -	59	7	22 1 3
Holbeach - - - - -	—	—	—
Horncastle - - - - -	—	—	—
Lincoln - - - - -	—	1	0 2 0
Louth - - - - -	—	—	—
Sleaford - - - - -	29	—	8 9 8
Spalding - - - - -	—	—	—
Spilsby - - - - -	—	—	—
Stamford - - - - -	—	—	—
Totals - - - - -	119	12	41 2 10
NORFOLK.			
Aylsham - - - - -	8	—	3 6 0
Blofield - - - - -	8	—	0 8 0
Depwade - - - - -	—	—	—
Docking - - - - -	—	—	—
Downham - - - - -	1	2	1 3 8
Erpingham - - - - -	—	—	—
St. Faith's - - - - -	—	—	—
East and West Flegg - - - - -	—	—	—
Forehoe - - - - -	—	—	—
Freebridge Lynn - - - - -	—	—	—
Guiltcross - - - - -	—	—	—
Henstead - - - - -	—	—	—
King's Lynn - - - - -	—	—	—
Loddon and Clavering - - - - -	—	—	—
Norwich - - - - -	—	—	—
Mitford and Launditch - - - - -	133	13	47 17 4
Swaffham - - - - -	7	—	2 5 5
Thetford - - - - -	—	—	—
Tunstead and Happing - - - - -	—	—	—
Walsingham - - - - -	—	—	—
Wayland - - - - -	—	—	—
Great Yarmouth - - - - -	—	—	—
Totals - - - - -	157	15	55 0 5

UNIONS.	Number of Children who are now provided with Education by Aid afforded by the Guardians to their Parents, according to the provisions of the Act 18 & 19 Vict. c. 34.	Number of Children who have been relieved out of the Workhouse, having been deserted by their Parents or surviving Parent, or, being Orphans, have Relief granted by the Guardians for the purposes of Education.	TOTAL Cost of Relief so granted by the Guardians for the purposes of Education.
NORTHAMPTONSHIRE. 12 Unions Returns - -	Nil.	Nil.	Nil.
NOTTINGHAMSHIRE.			£ s. d.
Basford - - - -	—	—	—
Bingham - - - -	—	—	—
East Retford - - - -	—	—	—
Mansfield - - - -	—	—	—
Newark - - - -	14	2	4 9 10
Nottingham - - - -	—	—	—
Radford - - - -	—	—	—
Southwell - - - -	27	1	5 10 11
Worksoop - - - -	—	—	—
Totals - - - -	41	3	10 0 9
OXFORDSHIRE.			
Banbury - - - -	—	—	—
Totals - - - -	—	—	—
RUTLANDSHIRE.			
Oakham - - - -	1	1	0 7 6
Uppingham - - - -	—	—	—
Totals - - - -	1	1	0 7 6
STAFFORDSHIRE.			
Burton on-Trent - - - -	—	—	—
Cheadle - - - -	—	—	—
Leek - - - -	—	—	—
Lichfield - - - -	—	—	—
Newcastle-under-Lyme - - - -	—	—	—
Penkridge - - - -	—	—	—
Seisdon - - - -	—	—	—
Stafford - - - -	23	1	9 7 7
Stoke upon-Trent - - - -	—	—	—
Stone - - - -	—	—	—
Tamworth - - - -	25	5	8 4 2
Uttoxeter - - - -	—	—	—
Walsal - - - -	—	—	—
West Bromwich - - - -	—	—	—
Wolstanton and Burslem - - - -	—	—	—
Wolverhampton - - - -	—	—	—
Totals - - - -	48	6	17 11 9

UNIONS.	Number of Children who are now provided with Education by Aid afforded by the Guardians to their Parents, according to the provisions of the Act 18 & 19 Vict. c. 34.	Number of Children who have been relieved out of the Workhouse, having been deserted by their Parents or surviving Parent, or, being Orphans, have Relief granted by the Guardians for the purposes of Education.	TOTAL Cost of Relief so granted by the Guardians for the purposes of Education.
SUFFOLK.			
Blything - - - -	86	8	£ 23 16 3
Bosmere and Claydon - - -	—	—	—
Bury St. Edmund's - - -	—	—	—
Cosford - - - -	—	—	—
Hartismere - - - -	15	7	1 11 0
Hoxne - - - -	—	—	—
Ipswich - - - -	—	—	—
Mildenhall - - - -	—	—	—
Mutford and Lothingland -	—	—	—
Plomesgate - - - -	—	—	—
Risbridge - - - -	—	—	—
Samford - - - -	—	—	—
Stow - - - -	—	—	—
Sudbury - - - -	3	—	0 13 8
Thingoe - - - -	—	—	—
Wangford - - - -	87	2	24 14 0
Woodbridge - - - -	17	1	4 5 6
Totals - - - -	208	18	55 0 5
WARWICKSHIRE.			
Alcester - - - -	—	—	—
Aston - - - -	—	—	—
Atherstone - - - -	—	—	—
Birmingham - - - -	5	—	1 2 0
Foleshill - - - -	—	—	—
Meriden - - - -	—	—	—
Nuneaton - - - -	—	—	—
Rugby - - - -	6	—	2 3 10
Solihull - - - -	—	—	—
Souham - - - -	—	—	—
Stratford-on-Avon - - -	—	—	—
Warwick - - - -	7	—	1 6 0
Totals - - - -	18	—	4 11 10
WORCESTERSHIRE.			
Shipston-on-Stour - - -	—	—	—
Totals - - - -	—	—	—

REFORMATORY SCHOOLS.

In consequence of your Lordships' Minute of the 31st of December 1857, the schools of this class will cease to be under my inspection after Lady Day 1859; I must, therefore, consider my present functions as merely provisional. After that date your Lordships' supervision of those schools will have virtually terminated. Under these circumstances I do not think that any general observations on the means hitherto employed for the diminution of juvenile crime would be likely to be of any use. I shall, consequently, abstain from any remarks or criticisms on reformatories in general, and confine myself to a brief account of the schools of that class that I have visited in the course of the last parochial year. I shall take them in the order of the dates of my inspections; only premising that I do not profess to report any change that may have occurred in them after those dates.

Reasons for
brevity on
this subject.

13th May 1857.—*Warwickshire Reformatory Institution*, situated at Westerton under Weatherley in the county of Warwick.

Reports on
reformato-
ries in-
spected.

This excellent institution was erected by public donations, annual subscriptions, and a legacy, amounting in all to 3,426*l.* 1*l.* 7½*d.*; and the support it receives from the county has increased in proportion as its merits have been more extensively known and appreciated. The first stone of the building was laid by Lady Leigh on the 26th of March 1856, and at the date of my visit it was capable of affording accommodation for 40 boys, a superintendent, and his assistants. The extent of the land in the occupation of the committee of management was 91 acres, made over to them by Lord Leigh by a lease for 99 years, and of which 18 acres were under cultivation. The house was plain and substantial, and well adapted to its purpose. The number of boys present was 27, all, with one exception, paid for by the Treasury. They were all between 10 and 16.

The officers were as follows:

A head master and general superintendent, salary 80*l.*

An assistant teacher, salary 20*l.*

A female servant, salary 16*l.*

An agricultural labour instructor, at 7*s.* per week.

(All the above salaries exclusive of board and lodging.)

A carpenter at 21*s.* per week.

A shoemaker at 3*s.* per day.

A tailor at 3*s.* per day.

A working bailiff at 14*s.* per week.

The industrial instruction of the boys was chiefly founded on agricultural labour, but the other trades were not neglected. The erection of a workshop, &c. enabled the committee to employ some of the boys in carpentering. This resource must, however, be considered as temporary.

The superintendent is eminently fitted for his responsible office, and I was highly gratified with the general management of the establishment, and with the proficiency of the boys, making allowance for the short time the school had been in operation. The usual difficulties of insubordination, absconding, &c. had been encountered on the first admission of the inmates, but they have been completely surmounted; and I have every reason to believe that the work of reformation is being effectually carried on. This institution owes its existence principally to the liberality and public-spirited exertions of Lord Leigh.

21st May 1857.—*Leicester Reformatory School.*

This institution is situated at Peccleton, a village in Leicestershire. It was established by public subscription, and had been, at the time of my visit, little more than two years in existence. The premises consisted of a house, which appeared to have been a farm-house, with 32 acres of land, the whole let to the committee on very liberal terms by Lady Noel Byron, whose assistance towards any good work is never sought in vain. This house, not having been designed for its present purpose, was not as convenient as could be desired, but will, no doubt, be improved, should the establishment continue on its present site. There were 30 boys present, five of whom were between 16 and 21, six over 16, and 19 between 10 and 16. They were all paid for by the Treasury.

The officers were as follow :

A superintendent, salary 45*l*.

A schoolmaster, salary 25*l*.

An agricultural instructor, salary 23*l* 8*s*.

The duties of matron were performed by the superintendent's wife, who received a small extra remuneration.

The instruction was moderate, but the school had been but six months in operation, and the schoolmaster was in such bad health that he was unable to perform his duties efficiently, even had he possessed the necessary qualifications, of which, though not empowered to examine him, I entertain considerable doubts.

19th May 1857.—*The Birmingham Girls' Reformatory School.*

This institution was established in October 1854, and carried on in Birmingham until December 1856, when it was removed to its present site, the Coppice, Smethwick, a large, roomy, country house, capable of holding 40 girls. The ground belonging to it is about an acre. The whole property is held on lease.

The officers of the establishment are :

A superintendent or matron, salary 50*l*.

A schoolmistress, salary 15*l*.

An industrial matron, salary 30*l*.

At the date of my visit there were 35 girls, all between 10 and 16. Of these, 26 were paid for by the Treasury. They were very fairly instructed, especially in religious knowledge, and appeared to be orderly, active, and industrious. Their industrial training consisted in needlework, knitting, washing, ironing, household work, and cookery. Nothing could be neater and more comfortable than the aspect of the whole establishment, and I could not help contrasting it with the bare, prisonlike dwelling assigned to the great majority of workhouse girls whose only crime is poverty. The only pauper establishment in my district which can be compared with it is the Girls' Home at Norwich.

8th July.—*The Marsham Reformatory School.*

This admirable institution was established and supported entirely by a few public-spirited individuals. The house, situated at Buxton near Aylsham in Norfolk, was erected for its present destination, and is the most judiciously constructed in regard to means of ventilation, supervision of dormitories, and facilities for preventing escape, without a prisonlike aspect, that has yet come under my observation. It is built round a court, on which all the windows and all the doors, except one, open ; so that when this is shut escape is impossible. It is capable of accommodating from forty to fifty boys, and has a school farm of thirty-two acres. At the time of my visit, this land grew the finest crop of wheat I saw during my tour of inspection, the result of cultivation according to what is called the Lois-Weedon system. This system consists in dividing the field into strips a yard broad, which are alternately dibbled and allowed to lie fallow. The fallows are then constantly turned over to the atmosphere, and the wheat is well weeded. On the following year those strips

which were fallow grow wheat, and the others take their turn of lying fallow. By this means, half the field only grows wheat each year, while the other recruits itself by absorption from the atmosphere without manure. The success of this method of cultivation obviously depends on the power of absorption possessed by the land; it is consequently not applicable to heavy soils. There were 41 inmates, 31 of whom were between 10 and 16, all paid for by the Treasury.

The officers were:—

A superintendent and schoolmaster, salary 50*l*.

An agricultural instructor, salary 31*l*. 2*s*.

A shoemaker, salary 40*l*.

A porter, salary 16*l*.

I was much struck with the natural intelligence and ability displayed by the superintendent in the instruction of his school, which was the more creditable to him as he had not been bred or trained to the profession of a teacher. His power of managing the wayward and sullen tempers of the new comers, and gradually softening and moulding their minds till they obey as cheerfully as those who have been long subdued by the influence of his moral ascendancy, renders him an invaluable head of a reformatory. The children were cheerful, willing, and energetic in everything they did, with the exception of the recently admitted, who could be easily recognized by their different expression and manner. I have no doubt that these children are being really reformed, and that, though some will relapse into crime, the greater number will amply repay the expenditure and labour bestowed upon them. This institution, however, enjoys one advantage, which renders it, to some extent, an exceptional case. I mean the neighbourhood of Mr. Wright, one of its supporters, a gentleman whose name is well known in connection with the reformation of juvenile criminals, and who bestows upon it the benefit of his constant and attentive superintendence. If every reformatory possessed such a neighbour, failure would be impossible.

28th July 1857.—*The Thorndon Reformatory in the County of Suffolk.*

This well-conducted reformatory was founded and is chiefly supported by subscriptions and donations. The house, which has been judiciously enlarged and adapted to its present purpose, contained at the time of my visit 26 boys, of whom 21 were between 10 and 16, and 5 over 16. Attached to it are about 18 acres of land, hired from Sir Edward Kerrison.

The officers were as follows :

A general superintendent and schoolmaster, salary 100*l*.

A superintendent of labour at 12*s*. per week.

A shoemaker, at 12*s*. per week.

The boys were instructed by the general superintendent in a satisfactory manner ; and though he had possessed no previous preparation for the management of children of this class, he appeared to me to possess natural qualifications for his task, that will, no doubt, be still further developed by practice, I am satisfied that the work of reformation is in good hands in this institution, which owes its existence and its present efficiency to the judicious and benevolent exertions of Sir Edward Kerrison.

23d October 1857.—*The Saltley Reformatory.*

This reformatory, situated near Birmingham, was founded by subscription in 1853. The building was enlarged and improved in 1857. It is held by the trustees of the school on lease from the Right Honourable Mr. Adderley, together with five acres of land.

The officers of the establishment were the following :

A general superintendent, salary 140*l*.

A matron, who received rations only.

A schoolmaster, 20*l*.

A gardener, salary 30*l*.

A shoemaker, } remunerated out of the boys' labour and

A tailor, } profit on goods sold.

The number of boys present was 31, of whom, 1 was under 10, 29 were between 10 and 16, and 1 over 16. 29 of them were paid for by the Treasury.

A new superintendent had been appointed a short time previous to my inspection, and as his predecessor had been rather over indulgent, the transition to a more rigid rule had been attended with considerable difficulty, a good deal of insubordination having taken place. At the time of my visit, however, the discipline was satisfactory, and the general tone of the school was improved. As I had some months previously visited the school unofficially, I was able to appreciate the improvement which had taken place in it. The instruction was as fair as could be expected under the circumstances to which I have above alluded. The superintendent appeared to be a person of ability and good sense, and will probably prove efficient.

6th November 1857.—*The Allesley Farm Reformatory for Girls situated near Coventry.*

This institution is yet in its infancy, and it would be premature to form any opinion as to its future success from the brief records of its present existence. The house was originally a cottage, but has been judiciously enlarged and adapted to its present purpose. Attached to it are 14 and a half acres. The whole is let to the committee by Lord Leigh.

The officers are as follow :

A matron, whose duty is to give school instruction, to teach needlework, to undertake the housekeeping and general superintendence of the whole establishment ; salary 30*l*.

An assistant, who teaches washing, ironing, dairywork, and cooking.

There were only 11 girls in the house, all, except one, paid for by the Treasury. Of these, 8 were between 10 and 16, and 3 over 16.

The matron had been recently appointed, and had experienced the usual difficulties attending the introduction of a firmer system of discipline in a reformatory. She, however, appeared to me well up to her work, and, owing to her previous experience of colonial life, peculiarly calculated to train the girls to a life of industry.

The scriptural instruction and reading were fair ; but in other things there was much room for improvement.

9th November 1857.—*The Northamptonshire Society's Reformatory School.*

This institution owes its existence to the admirable society from which it takes its title, whose labours embrace, in addition, the promotion of education according to the Established Church in elementary, middle, and training schools. The establishment consists of a well-constructed house, a barn and home-stead, with 12 acres of land, held under lease.

The officers are as follow :

A general manager and schoolmaster, salary 120*l*.

A labour master at 15*s*. per week.

There were at the time of my visit 19 boys, all paid for by the Treasury, between 10 and 16 years of age. They were fairly instructed, and well trained to a life of industry. The moral influence exercised over them by the worthy and

experienced general manager appeared to me excellent, and I have every reason to believe that the institution is effectually performing its appointed work.

I have the honor to be, &c.

H. G. BOWYER.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARY OF BALANCE SHEETS on account of LAND cultivated by Boys in Workhouses; for the Parochial Year ended Lady Day 1858.

Name of School.	Extent of Land under Cultivation.	Average No. of Labourers employed.		Crops grown.	Live Stock kept.	Rent, Tithe, and Rates.	Working Expenses and Stock. Total.	Produce and Stock. Total.	Profit. Total.
		Boys.	Men, if any.						
Biofield - - -	A. 2. P. 3 2 0	13	3	Potatoes, parsnips, turnips, cabbages - -	None.	£ s. d. 11 15 0	£ s. d. 5 10 0	£ s. d. 25 14 10	£ s. d. 8 9 10
Blything - - -	- - -	-	-	- - -	-	-	-	-	-
Bomere and Claydon {	8A. arable 13A. pasture	13	4	Potatoes, parsnips, carrots, cabbages - -	{ 4 Cows 2 Sows }	31 10 0	133 18 6	198 4 7	64 6 0
Boston - - -	2 2 28	20	-	Potatoes, carrots, mangold wurzel - -	-	18 18 0	2 15 8	58 6 1	36 12 5
Bourn - - -	0 3 27	6	-	Potatoes, beans, and carrots - -	-	4 2 8	0 4 0	8 7 6	4 0 10
Burton-on-Trent -	2 3 27	-	-	- - -	-	-	-	-	-
Cheadle - - -	1 3 0	8	-	Potatoes - - -	-	3 3 0	23 2 2	34 11 16	8 6 8
Colchester - - -	- - -	-	-	- - -	-	-	-	-	-
Davertry - - -	2 0 0	12	None.	Wheat, potatoes, beans, turnips - -	None.	7 0 0	1 13 9	9 7 11	0 14 2
Depwade - - -	4 2 0	8	4	Beans, parsnips, cabbages, potatoes - -	None.	18 12 6	3 0 0	48 5 6	29 13 0
Downham - - -	6 0 0	7	2 old men	Potatoes, barley, peas, beans, turnips, tares -	Pigs.	26 12 2	27 16 0	88 16 1	14 7 11
Ely - - -	{ 5A. cultivated 1 orchard }	16	2	Wheat, beans, cabbages, fruits, oats, onions, potatoes, &c.	Pigs.	60 11 0	19 8 9	130 10 1	50 10 4
Erlingham - - -	1A. (about)	10	1	Potatoes, cabbages, carrots, parsnips, peas, onions.	Pigs.	1 18 2	14 8 3	42 1 0	25 14 7
Gainsborough - -	- - -	-	-	- - -	-	-	-	-	-
Glanford Briggs -	3A. nearly	18 {	1 or 2 oc- asionally	Wheat, potatoes, cabbages, carrots, &c.	Pigs.	15 0 0	15 12 0	40 6 0	18 14 0
Grantham - - -	3 2 0	7	6	Wheat, potatoes - - -	Pigs.	8 5 0	30 0 1	66 14 5	28 9 4
Guttercross - - -	5 0 0	8	3	Potatoes, turnips, cabbages - -	Pigs.	5 11 4	19 10 4	85 9 3	30 7 7

Place	Wheat	Barley	Potatoes	Peas	Carrots	Onions	Turnips	Vegetables	Other	Loss	Total
Halstead	-	-	-	-	-	-	-	-	-	-	-
Hartismere	-	-	-	-	-	-	-	-	-	-	-
Holbeach*	-	-	-	-	-	-	-	-	-	-	-
Hornsea	4 0 0	8	4	4	4	4	4	4	4	4	4
Linton	2 2 6	4	6	6	6	6	6	6	6	6	6
Milford and Launditch	9 0 0	18	1	1	1	1	1	1	1	1	1
Newark	1 0 0	10	1	1	1	1	1	1	1	1	1
Newcastle-under-Lyme	4 2 36	14	5	5	5	5	5	5	5	5	5
North Wilkford†	-	7 { 2 old and infirm.	-	-	-	-	-	-	-	-	-
Oakham	3 0 0	8	4	4	4	4	4	4	4	4	4
Peterborough	6 0 0	30	None.	None.	None.	None.	None.	None.	None.	None.	None.
Plomesgate	4 0 32	10	2	2	2	2	2	2	2	2	2
Pottersbury	7A. nearly	4	3	3	3	3	3	3	3	3	3
Saffron Walden	6 0 0	17 { 12 in summer, 6 in winter.	-	-	-	-	-	-	-	-	-
Sleaford	3 0 12	7	2	2	2	2	2	2	2	2	2
Spalding	3 0 0	10	2	2	2	2	2	2	2	2	2
Stafford	4 0 0	12	1 old man.	1 old man.	1 old man.	1 old man.	1 old man.	1 old man.	1 old man.	1 old man.	1 old man.
Stamford	1 2 0	14	None.	None.	None.	None.	None.	None.	None.	None.	None.
Stoke-upon-Trent	13 2 21	17	None.	None.	None.	None.	None.	None.	None.	None.	None.
Stow	7 1 0	10	6	6	6	6	6	6	6	6	6
Tendring	-	-	-	-	-	-	-	-	-	-	-
Thetford	3 0 0	8	None.	None.	None.	None.	None.	None.	None.	None.	None.
Walsby	9 2 0	18	6	6	6	6	6	6	6	6	6
Woodbridge	13 0 0	7	2	2	2	2	2	2	2	2	2

* No account kept.

† Loss 104. 8s. The potato crop was a total failure.

GENERAL REPORT, for the Year 1857, by Her Majesty's Inspector of Schools, T. B. BROWNE, Esq., Barrister-at-Law, on the PAROCHIAL UNION SCHOOLS inspected by him in the NORTHERN DISTRICT; and on the RAGGED SCHOOLS and REFORMATORIES inspected in the same district.

MY LORDS,

1858.

In submitting to your Lordships my General Report for the year 1857, I have to express my regret that the number of children educated by the guardians of the poor should still continue so disproportionate to the wants of the population in the northern district. There has even been a slight falling off in the attendance since the year 1856. There were then 8,264 children on the school books, and 7,640 present at the examination; in 1857 there were on the school books 8,194, and 7,477 present.

The Tabulated Reports for 1857, which I have regularly kept as a test of progress, give the following results:—

Number of children in attendance	- 8,194	In the simple rules of arithmetic	- 1,993
Present at the date of inspection	- 7,477	In the compound rules	- 1,113
Reading easy narrative	- 1,704	In proportion and practice	- 499
Reading Holy Scripture	- 2,967	In fractions (correct)	- 210
Reading secular books	- 2,454	Learning geography	- 2,858
Writing on paper	- 3,268	Learning grammar	- 1,862
Writing from dictation (correct)	- 930	Learning English history	- 1,046
In numeration and notation (correct)	1,718	Learning music from notes	- 611

The centesimal proportions, compared with those for the year 1856, show a slight degree of improvement in some respects, but the variation is not very material.

	In 1856.	In 1857.		In 1856.	In 1857.
Present at the examination	- 7,640	7,477	In the simple rules of arithmetic	- 23.21	25.45
Reading easy narrative	- 21.50	22.78	In the compound rules	- 15.23	15.28
Reading Holy Scripture	- 38.03	39.68	In proportion and practice	- 4.74	5.47
Reading secular books	- 31.84	32.32	In fractions	- 4.71	2.90
Writing on paper	- 43.40	43.70	Learning geography	- 40.32	39.22
Writing from dictation (correct)	- 12.52	12.43	Learning grammar	- 25.51	24.60
In numeration and notation (correct)	- 25.37	22.97	Learning English history	- 17.83	14.01
			Learning music from notes	- 8.86	8.17

Few pauper children, comparatively, attend school.

School-starving;

It is plain that the first object to be accomplished in the education of pauper children is to secure a sufficient attendance at school. No methods of teaching, no qualifications or attainments of teachers, can compensate for the want of scholars. I beg leave to invite your Lordships' attention to this point, because I think that the practice of school-starving, which goes on year after year in many important and populous

unions, may be materially checked, and a much larger attendance of children secured with little difficulty. Of the great extent to which school-starving must prevail, the fact, that the total number of children either at school in workhouses, or sent to school out of the workhouses, only amounted to 8,194, out of a population of five millions and a half, furnishes ample proof. If the slender school attendance in particular unions is considered, it will become still more evident how very little has been done for education by the guardians. I referred to the instances of Bury and Rochdale, both very populous unions, whence a few children are sent to Swinton, in my report for the year 1855. The populous unions of Huddersfield, North Bierley, Keighley, Carlton, Haslingden, Chorley, and many more, are still without schools. In the Huddersfield union I was informed that 37 children went out to school, of whom 33 were present, out of a population of 123,860. In North Bierley I found 16 children in the workhouse, in addition to five stated to be absent at school, out of a population of 74,883. In the two Keighley workhouses, I found 10 children, very ignorant, out of a population of 43,395. In the Carlton workhouse 10 children only receive some instruction, out of a population of 65,449. In the Haslingden workhouse I saw seven boys, out of a population of 50,454. In the Chorley workhouse at Brindle 11 children were present at the examination, out of a population of 37,701. But school-starving goes on, not only in workhouses, whence the children are sent out to school, but in unions which have long had schools aided by the parliamentary grant. Thus, at Halifax, I found only 55 children present in school, out of a population of 120,958. There can hardly be any local peculiarities to justify this meagre allowance of education, for in the adjoining union of Bradford, with the smaller population of 103,778, there were 126 children present in the schools. At Sheffield 98 children only were present, out of a population of 103,626.* At Ashton-under-Lyne only 60 children were present in school, out of a population of 119,199. At Burnley 13 children only were present in school out of a population of 63,868. In the Whitby union school, 16 children only were present, out of a population of 21,592. At Auckland, Durham, where a school has been recently organized in a new workhouse, 10 children only were present out of a population of 30,088. Even in Cheshire, where more has been effected for the education of pauper children than in this district generally, 27 children only were in school in

* 143 children were present in February 1858.

the Congleton union, out of a population of 30,512. Yet at the Altrincham workhouse, in the same county, 60 children were present in school, out of a population of 34,043.

how to be
remedied.

I conceive that the remedy for this evil is simple, and easily applied, and that it consists in making the education by the guardians of a certain per-centage of the population, or of those persons in the receipt of parochial relief, a condition precedent to all aid from the parliamentary grant. Good school-rooms and school apparatus, and competent teachers, have been obtained in many instances, chiefly by the administration of that grant, but all these advantages are comparatively thrown away if there is a very limited attendance of scholars. Your Lordships have sanctioned the principle that aid from the parliamentary grant shall not be unconditional, because guardians are required to provide schoolrooms, books, and apparatus, and to maintain teachers; the salary of the teacher also depends, to a certain extent, upon the numbers in attendance; it is but a step further to require that such attendance shall bear a reasonable proportion to the population or pauperism of the district. The returns of the Poor Law Board show that children are to be found in multitudes who might go to school, but in general, as it is to be feared, do not, although a few may be educated occasionally by charitable persons, or thrown upon the mercy of the already overburdened supporters of ragged schools. Some may also be educated by guardians under the 18 and 19 Vict. cap. 34., but, as I conceive, very few. Although the administration of the parliamentary grant is not unconditional, still, at present, it operates like indiscriminate almsgiving and fails, to a serious extent, to secure its main object, nor is it likely to succeed as long as a grant can be obtained for the education of 10 children in a school where 50 ought to be educated.

Proportion
of pauper
children
who ought
to be at
school.

There would be 11,000 pauper children at school in the northern district, if guardians sent to school even one in 500 of the population of each union, and there are already several unions in which the proportion of pauper children at school to the whole population exceeds this amount. Thus in the four schools maintained by the Manchester guardians there are usually more than 1,000 children, exclusive of those sent to Swinton from other unions, out of a population of 186,986, or more than one in 200; in Carlisle Workhouse, 81 children were present at school, out of a population of 40,986, or one in 500; in Cockermouth, about the same proportion, or 77 children out of a population of 38,510; in Whitehaven, although the number of children at school has been seriously reduced, the proportion was still higher, 94 out of a population of

35,579 ; in Longtown, 30 children were present, out of a population of 9,696 ; and in Penrith, 67 children, out of a population of 22,367. In these two latter instances, therefore, the guardians educate nearly one in 300. There is probably no easier or more economical mode of educating neglected children than by encouraging guardians to send to school, in the first instance, at least one in 500 of the population, and afterwards gradually to increase the proportion until it should reach one per cent., a safe minimum point, but which, as far as I know, has never yet been attained in this district, and which would give an attendance of 55,000 pauper children at school. Such a result as this could only be accomplished gradually, but much, I am persuaded, might soon be effected, if guardians had the power to make the education of the children a condition of relief to the parents, and were authorized to open ragged schools for out-door pauper children at convenient places, and thus enabled to check out-door relief, the main source of expenditure. From what has been stated, it is plain that for every child educated by the Auckland guardians the Longtown guardians educate nine ; and I submit to your Lordships that such glaring inequalities, which cannot be referred to any other cause than local mismanagement, ought to be discouraged.

If your Lordships should be disposed to allow a capitation grant of 10s. for each child in those union schools where the attendance exceeded the proportion of one in 500 of the population, I think that the cause of education would be greatly promoted, and due encouragement afforded to those guardians who take an interest in the welfare of the children under their charge. It might be a condition attached to such a grant, that the per-centage of children at school on the entire population should be raised annually until it reached one per cent. ; or, if a pauper test should be preferred to a population test, the required attendance of children at school might be a certain per-centage on the pauperism of the union, for a definite term of years, according to the published returns of the Poor Law Board. The following considerations tend to prove that children belonging to the destitute classes cannot be educated so economically or so easily by any persons as by the guardians of the poor. No new machinery would be required ; and if guardians had power to hire rooms, conveniently situated for the reception of pauper children, and were to give them their daily meals, they would be warranted in withholding all allowances on behalf of such children to their parents, and thus be enabled to reduce the poor's rate, and at the same time obtain an additional check upon imposition, as some parents

Question o.
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children.

No persons
can educate
destitute
children so
easily as
guardians.

now in the receipt of parochial relief on account of their children would doubtless refuse to send those children to school. It is also manifest that it would be a far more economical and effectual course to assist guardians rather than private individuals to maintain ragged schools. I submit that the grants to existing ragged schools,* amounting in all to about 4*l.* per head, or even more, for each child, are so large that the schools cannot be rendered numerous enough to meet the real wants of the destitute classes. In fact I have visited only 10 ragged schools in the course of the past year, and in these but 727 children were present. The attainments of the children were decidedly lower than in union schools, although they are a far heavier charge upon the public revenue in proportion to the number of children educated. Ragged schools depend in a great measure upon private subscriptions, resources too fluctuating and much too limited for the work to be done; and the demands they make upon the time of the managers, usually men engaged in business, are obviously greater than they could meet, if such schools on the existing model were sufficiently numerous. The guardians of the poor have further the means, through their relieving officers, of effectually testing the circumstances of applicants; a result only to be accomplished by the managers of ragged schools through a system of district visiting from house to house, requiring a large expenditure of time on the part of their paid officers. It is probable that this necessary duty is at present well discharged, but it would be a very different matter if ragged schools were multiplied by 100 or more. The certificate of two magistrates, at present attached to reports on ragged schools, can be little more than a form, as it is not possible for a magistrate to speak from personal knowledge of each case. If it should be urged that guardians are elected for other than educational purposes, it might be answered that, under any mode of electing educational managers, the constituencies must be nearly identical, if the representatives should be different; that it is not desirable to multiply machinery without positive proof of the necessity for such a course; and that if guardians of the poor and educational managers were required to be distinct persons, both offices might be worse discharged in consequence, as the choice of the electors would be more limited.

Good schools
quite practicable in
workhouses.

I have long felt that good schools are quite practicable in well-managed workhouses, or out of workhouses, under the

* The grants to ragged schools are materially modified by the Minute of 31st December 1857.

management of guardians. There is no antecedent reason for supposing that all children who have become inmates of workhouses have been thereby rendered invincibly corrupt, nor do the facts agree with any such presumption. There certainly are good workhouse schools, and there is no doubt that many children have left such schools who have turned out well, and are now earning an honest livelihood. Children are exposed to certain temptations in workhouses, but they cannot be free from temptation anywhere, and they may even see less of evil in a well-arranged workhouse, with proper classification, than falls to the lot of many a child in the daily walk to a national or British school through the streets of a populous town. Experience has proved that certain arrangements are necessary in workhouses, and especially separation of the children from adult paupers, and their regular employment in field-work, if possible. In other respects the efficiency of a workhouse school, like that of schools in general, depends upon the time the children stay and the qualifications of the teacher. The experiment so strongly urged some years since, of collecting destitute and depraved children from several unions in large masses in one building, has not proved so successful in all instances, more especially with regard to girls, as to afford much encouragement to guardians generally to follow the example of a few large towns. The result of any scheme of education wholly novel is uncertain; therefore it is that I am anxious to represent to your Lordships the advantages of making the fullest use of existing materials, in order that the greatest number of destitute children may be educated at the lowest possible cost. As the work to be done is so great, it appears very important that no power should be wasted.

Workhouse schools may claim the merit of having effectually solved what has been termed "the religious difficulty," if indeed such difficulty ever had any other existence than in the imaginations of persons not practically familiar with education. It must be obvious to any reflecting man familiar with Dr. Kitto's excellent "Daily Bible Illustrations," that, if a tone of genuine piety and honesty combined with information of the most varied character, yet free from all sectarianism, can be preserved throughout a long work on Scripture in eight volumes, an average schoolmaster may easily instruct young and ignorant children in the elementary truths of Christianity, and in their duty to God and man. It has never yet, I think, been proved that, if State interference with the education of poor children is not necessary on religious and moral grounds, such interference is necessary at all. The Sepoy atrocities show clearly that the religion and morality of

Religious
difficulty
unreal.

the people must always be matter of the deepest concern to the Government.

Henceforward I trust that "the religious difficulty" will be found to have shrunk to its natural dimensions; and it is a satisfaction to observe that untenable positions on the subject of education are gradually being abandoned.

Tendency to
substitute
manual
labour for
education.

A tendency to substitute manual labour for education is perhaps the chief danger to be apprehended at present in union schools. Field-work, under skilful superintendence, certainly has an educational character, and it has this peculiar advantage, that it is really hard work, and prevents the mind from wandering while the fingers are mechanically active, a source of mischief in many trades. The most corrupt mind is kept comparatively healthy for a time, while the muscles are fully exercised by the use of a spade or a mattock, the thoughts cease to flow in their accustomed channel, and some preparation is made for a purer infusion. Further, a wholesome habit of industry is formed, self-respect awakened, a generous spirit of emulation excited by mutual example, and powers of observation are called into exercise by work in the open air, while the whole frame, in pauper children often sickly, is strengthened, and school itself becomes a lively recreation instead of an irksome and insipid task. But the trades of shoemaking and tailoring, the ordinary resources in workhouses, on economical grounds, in order that the boys may make their own shoes and clothes, have no such beneficial tendencies. They are sedentary occupations, and do not animate and invigorate the whole mind and body, like work out of doors; and as soon as a little manual dexterity is acquired they leave the mind free to ramble at will. That they are wretched trades, by which few boys can hope to get their living, is another objection to the payment of master-tailors and shoemakers in workhouses from the Parliamentary grant, as, on the assumption that it is just to select a few boys from the community, and raise their local position by teaching them trades at all at the public expense, at least the trades should not hold out fallacious hopes. It would seem that what cannot be done for all ought not to be done for a few, who are clearly not selected for their individual merits. But the necessity for teaching trades to pauper boys is not apparent, if an alleged necessity were a sufficient justification, as it is plain that they can be placed in a position to earn a livelihood without. It too often happens in fact that children are enabled to leave the workhouse prematurely, before they can have received any education deserving the name. I fear that girls, especially, are often kept from school to clean rooms

and nurse infants; and that they often, in the populous districts, leave the workhouse to act as nurses at an age when they would be fit subjects for a nurse's care themselves. It is important that education should not be confounded with mere industry. If this assumption were admitted, every laborious maid of all work might be called an educated person. The object of education is not, I conceive, the formation of a useful drudge, but of a reasonable and responsible being, "looking before and after," whose existence is to have no end. The payment of a large staff of industrial officers from the Parliamentary grant may prove an impediment to real education. In some instances they are formidable from mere numbers, and with so many to contend against for the employment of the children, the schoolmaster is fortunate if he can secure the daily three hours for each child in peace and without interruption.

The payment of salaries from the Parliamentary grant to master tradesmen, in order that they may teach trades to pauper children, appears to be an act of injustice to many who cannot obtain such an advantage; or, if the advantage be denied, as it may be, it follows that the money is wasted. I submit also that this course is at variance with recognized principles of political economy, according to which the advancement of the people in wealth may be safely left to the energies of each individual. But it is another question to maintain that no expenses on account of industrial training should be defrayed from the public revenue. There is an obvious distinction between employments, such as field-work, which have an educational character, and trades, such as tailoring, which have not. The duty of the State to promote the education of the people is a logical consequence of the obligation of the State to punish crime and check vice, and the encouragement of any employment for children really educational may be justified on the same ground. It may be a matter of some difficulty to determine in all cases what employments are strictly educational; and it is clear that any kind of labour may be deprived of its educational character by injudicious management; but, practically, the payment of salaries from the Parliamentary grant might be confined, with a good effect, to a few specified industrial officers. Such an enumeration, sanctioned by your Lordships' authority, and uniformly acted upon, would be very useful as a guide to guardians, and enable them to know what to expect. As an example of the strange notions sometimes found to prevail on this subject, I may mention that the Ormskirk guardians make knitting the primary object in the industrial training of boys.

Payment of salaries to industrial teachers not always beneficial.

Difficulty
of training
pauper girls
to be domestic
servants.

The training of pauper girls to be domestic servants is a great object, if it could be satisfactorily accomplished. But for this purpose the girls should remain at school longer than they do now; and it must also be acknowledged that workhouses and great industrial schools are not very suitable places for training servants to be useful in small families. The domestic arrangements are so different that the girl in service has still in a great measure to learn her work. It may be observed of all schools for children of the destitute and abandoned classes, that the nearer they approach to the character of a family the more useful and beneficial are they likely to be found.

Position of
teachers in
workhouses.

The position of teachers in workhouses has undergone no material change, and is certainly a serious obstacle to the progress of education. I have referred fully to this subject in former reports. It may be remarked that in all unions where industrial teachers have been appointed there is no excuse for refusing a reasonable vacation to the schoolmaster and schoolmistress, as the industrial teachers can take charge of the children in their absence.

Instruction
in reading.

On the subject of instruction in reading, I am anxious to request the attention of all teachers in this district to some remarks made by my colleague, the Rev. F. C. Cook, pp. 237-8 of the "Minutes" for 1856-7. It is very difficult to teach pauper children to read really well. Children must have some taste to read with expression; and taste might be formed, if, as Mr. Cook recommends, children were in the habit of committing considerable portions of good English poetry or prose to memory; but they should be passages from standard authors worth remembering, at least for the elder children, and repeated with the most scrupulous accuracy. Much of Scripture might be learned by heart with an excellent effect; and even with respect to secular books it is impossible to say how much influence the flowers of English literature, carefully selected and preserved, and from time to time brought out of the mental storehouse, might exercise on the character through life. In the same way fluency of language and accuracy of expression would be acquired, most material points in all education on account of the necessary connexion of words with ideas. Further, if children have once learned to read well, there is some security that they will not forget how to read altogether, as it is to be feared they now often do. At the last examination at Kirkdale I observed a boy who read worse than others in his class, and on inquiry it appeared that he had been out in a place for five weeks. The boy said that he had not looked into a book once during the whole time. He

had evidently begun to forget how to read, and the process would probably have been completed in about six months.

I can hardly characterize in general terms the state of education in the schools of this district, the variety of shades is too great. The progress of the children in different work-houses differs in an extraordinary manner; and the results of examinations may be described by all the intermediate epithets from very good to very bad, including both extremes. It may be safely predicted that the education of pauper children will improve rapidly when there are proper workhouses in every union, and when the obstacles are removed which now often deter good teachers from entering and remaining in workhouses.

Pauper
schools very
unequal.

The question must occur at times, I conceive, to most men engaged in the work of education: Will the people of this country ever be really educated? A remark once made, that it is as easy for Parliament to educate the people as it was for Parliament to establish free trade, will hardly be repeated. It is not so easy to reach and model the heart and mind of man as it is to alter a few figures in custom-house tables, or even to obtain the public consent to such alteration. Results disappoint expectations, and obstacles, imperfectly foreseen, as the earlier removal of the children from school, in consequence of their better education, continually arise. But to profit permanently and deeply by education, or by anything else that is good, there must be, as I conceive, the adapted and adapting mind, which man cannot give. All human efforts against moral corruption, however expansive in their design and character, have hitherto reached only the few. The philosophy of ancient Greece was called sterile by Bacon, because its fruits were not, and perhaps could not be, clearly known; and even Christianity itself, although preached for more than eighteen centuries, has exercised but a limited influence over, comparatively, an inconsiderable number of mankind. In the same manner modern efforts for the improvement of the masses, by education or otherwise, are not likely to obtain more than partial success. But something may be accomplished in almost every case. All who can be said to be of sane mind are susceptible of some improvement; and those who are of a generous and emulous nature, and disposed to love knowledge for its own sake, may be put in the way of improving themselves. It seems to me that to prepare the way for future self-education is the object which every teacher should have constantly before his eyes, whose scholars may be expected to leave him at twelve or thirteen years of age. The encyclopædic system, or mania for omni-

Will the
people of
this country
ever be
really edu-
cated?

science, besets education at present throughout the country, and some traces of it are perhaps perceptible even in the lowest class of schools; but I submit that it is far more desirable to draw out and form a taste, if possible, for some one pursuit not likely to be abandoned. And if the subject is considered from another and a higher point of view, the amount of knowledge acquired, however various, is clearly of less consequence than the formation of the mind and character.

RAGGED SCHOOLS.

In the course of the year 1857 I inspected ten ragged schools, situated in the towns of Newcastle-upon-Tyne, Bolton, Bury, Liverpool (Soho-street, and Toxteth-park), Manchester, Salford, Rochdale, Chester, and Stockport. The attainments of the children will appear from the following table :

On the school books - - - -	808	In the simple rules of arithmetic - -	181
Present at the examination - - -	727	In the compound rules - - - -	46
Reading easy narrative - - - -	123	In proportion and practice - - -	5
Reading Holy Scripture - - - -	229	In fractions - - - -	2
Reading secular books - - - -	142	Learning geography - - - -	132
Writing on paper - - - -	243	Learning grammar - - - -	21
Writing from dictation (correct) -	24	Learning English history - - - -	66
In notation and numeration (correct)	32		

Ragged schools inferior to Union schools,

It will be observed that these children in general are decidedly below those in union schools in every respect. But I anticipate that the standard of attainments in ragged schools will be higher in future years, although allowance must, I conceive, always be made for irregularity of attendance. Of one ragged school, that at Toxteth-park, Liverpool, for girls only, I am enabled to record a very favorable opinion. The proportion of children able to read was greater than in any other instance, and the moral tone of the school, as far as the result of a general impression, derived from the bearing and behaviour of the girls, can be depended upon, appeared to be very good. The girls were stated usually to turn out well.

The character of the industrial training in ragged schools is described in the tabulated reports for 1856 and 1857.

might easily be managed by the guardians of the poor, and receive all pauper children, whether in or out of the workhouse.

I have already referred to the great expense of these schools, and to the difficulty of preventing an abuse of the charity, only to be overcome, as it seems, by a well-organized system of house-visiting. There is still a point in which the ragged school differs materially from the reformatory, deserving, I think, of notice. The ragged school is essentially an institution for the prevention of crime; the reformatory is remedial, interfering only after the commission of crime. Hitherto reformatories appear to have received more attention and to have been better supported than ragged schools, on the ground, probably, of the facility with which a test of fitness for

admission can be obtained in the one case, while it fails in the other. There are, doubtless, many children in ragged schools who have committed theft, but their crime is seldom a proved recognized fact, as it is with those who are sent to a reformatory. They are said to belong to the abandoned classes; a description, perhaps unavoidably, indefinite. If guardians of the poor undertook the education of all pauper children, whether in or out of the workhouse, I conceive that a great majority of the children belonging to the abandoned classes would be reached at once. There might still, however, remain some cases unprovided for; children of vicious parents, on the road to pauperism, but who might continue to fall short of it while young enough to be sent to school. But no human exertions can save children from all suffering for the sins of their parents. If the misery and wickedness which are in the world are in some degree diminished by any benevolent measure, it is a great thing, and more than is always accomplished.

REFORMATORIES.

I visited eleven reformatories during the year 1857; one at Newcastle-upon-Tyne; one at Carlisle; three in Yorkshire, at Castle Howard, Calder Farm, and Wakefield; one at Manchester; four at Liverpool; and one at Bradwall, Cheshire. The following table, the result of notes taken during examinations, shows that the children were superior in their attainments to those in ragged schools:

Children in reformatories better educated than in ragged schools.

On the school books	387	In numeration and notation (correct)	31
Present at the examination	309	In the simple rules of arithmetic	159
Reading easy narrative	111	In the compound rules	38
Reading Holy Scripture	198	In practice and proportion	9
Reading secular books	141	Learning geography	86
Writing on paper	176	Learning grammar	37
Writing from dictation (correct)	20	Learning English history	11

The circumstances of these reformatories are very various. At Manchester it was stated that the boys would shortly be removed to a new building at Blakeley, Rochdale Road; the foundation stone of a new reformatory for the Newcastle boys was laid near the Netherton Railway station last summer; the Wakefield reformatory was hardly organized at the date of my visit, and contained only four girls; the premises at the Toxteth Park reformatory, Liverpool, for girls, are still very inconvenient, though likely, as I understand, to be improved shortly; the reformatory at Mason Street, Edge Hill, Liverpool, for boys, uncertified, is about to be closed. Of the remaining six reformatories, that on board the Akbar frigate, moored in the Mersey, is much the largest, and presents the most peculiar features. 119 boys were on board the ship at

the date of my visit, of whom 113 were present at the examination ; 79, or more than two-thirds, read the Testament. The boys are trained to be sailors. Several have already gone to sea, and hitherto, as I understand, they have generally behaved well. The boys are evidently under excellent management; they appeared very active, cheerful, and orderly. The only difficulty I heard of was that of providing suitable employment for them on the winter evenings. Life on board a ship, it is plain, is peculiarly well adapted to boys of this class; and the experiment of the Akbar tends also to show that their numbers may be increased to a greater extent than would be advisable in a land reformatory. The secret of management, as I conceive, consists in giving the boys right principles of action, regular and inspiring employment, and in drawing out their better feelings. I believe that the admirable superintendents of the Akbar, Lieutenant Veitch, and his successor, Commander Fenwick, R.N., can testify that these boys, whatever they may have been, are quite capable of generous and disinterested conduct, and of self-denial. Habitual veracity and justice are, however, more difficult acquirements. Ship reformatories might be organized elsewhere, more especially at Hull.

Probability that reformatories must in the end be maintained at the public expense.

The second report of the committee of the Calder Farm reformatory, Yorkshire, (see Appendix B.,) will give a distinct notion of what is desirable and practicable in institutions of this description on land. But whether it is safe, if reformatories should become sufficiently numerous throughout the country to receive all criminal children, to reckon upon meeting everywhere and permanently with such zeal, energy, humanity, and intelligence as have been shown by Mr. Wheatley Balme at Calder Farm, Mr. Latham at Bradwall, Mr. Cropper in the management of the Akbar, Mr. Head at Carlisle, and others, is very questionable. If Reformatories, as at present conducted, are based upon sound principles, it would seem that they must in the end be carried out and maintained at the public expense.

Disposition to trust in buildings rather than in men.

Reformatories in this district are not remarkable as buildings; and indifferent buildings, it may be observed, are some security against mismanagement. The disposition in this country is so strong to trust in buildings rather than in men, that it would be well, I think, to discourage all architectural pretensions in reformatories. In old farm-houses, inconveniently patched up, books would not be kept for ignorant visitors to record their mischievous admiration.

Reformatories not places of punishment.

I observed, in my report for 1856, that reformatories were not places of punishment, in any sense of the term; they

cannot fail to be incomparably more comfortable than the squalid abodes of drunken and vicious parents, to which many of the inmates must have been accustomed; yet the managers of the Mason Street reformatory, uncertified, Edge Hill, Liverpool, state, in their printed report for 1857, that "one of the greatest difficulties in a reformatory is this; namely, that no matter what is said to the lads, they will not understand that the object is merely to endeavour to teach them, and to assist them in regaining an honest position in society, the fixed impression on their minds being that they are conferring an inestimable favour upon the managers in consenting to remain in the house at all." According to this view, although the boys cannot deny that they enjoy comforts and advantages such as they have never been accustomed to, they esteem their own good nature in allowing themselves to be made the pets of humane experimentalists more than an equivalent return. How far this feeling prevails in other instances I cannot say; but it is evident that wherever it exists it must be a great obstacle to real reformation. The order of nature plainly is that man should suffer for sin, and attempts to set aside a natural law, however promising at first, are not likely to work good in the end.

The attainments of boys in reformatories may not extend very far; and it is said that the boys are worked so hard that they have neither leisure nor inclination for much study. It is clear, however, that reformatories are already in general superior to ragged schools. There seems to be nothing objectionable in the degree of education afforded to the inmates, as long as they are not raised above the necessity of manual labour thereby.

In the three reformatories for girls inspected in 1857, only 41 girls were present at the examination. No general conclusions can safely be inferred from so small a number, especially as in one instance, at Wakefield, the school could hardly be considered organized. The girls, however, were not equal to the boys in intelligence and attainments; and I apprehend that their reformation will be found a more difficult task, as girls appear to be more reckless than boys when they have gone far wrong, and as there are fewer openings for them if they give promise of amendment.

Girls not so easily reformed as boys.

The establishment of an agency in the colonies for the disposal of reformed juvenile offenders, both boys and girls, cannot, I conceive, be dispensed with, and is likely to be found still more necessary than at present, as the number of inmates in reformatories, and the consequent difficulty of finding employment for them in this country, increases. The

Expediency of an outlet in the colonies for reformed offenders.

whole subject of the treatment of juvenile criminals is very extensive, and experience is as yet but limited; but if the present system, without modification, should be generally adopted, I fear that it must prove a severe tax upon the resources of private enterprise and benevolence.

I have the honor to be, &c.

T. B. BROWNE.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

RESPECTED SIR, *Industrial Schools, Dewsbury Union, 5 January 1858.*

I BEG leave to transmit, for your consideration, the summary of receipts and expenditure on the land in connexion with the above union and school. The quantity of land cultivated is about 3 acres. We have again, in common with the neighbourhood, suffered extensively from the potato epidemic, which has, of course, a depreciating influence on our Cr. account. Piggeries have been added to the house, and the results enclosed. We have just obtained, through the liberality and kindness of the Board of Guardians, a library amounting to 50 volumes. They were purchased from the Religious Tract Society; and all the subjects, whether historical, biographical, travels, &c., &c., are treated with a reference to spiritual and moral improvement highly desirable in books designed for the perusal of the young. It may not generally be known, too, that the society generously supplies unions with a library, not exceeding the value of 10*l.*, at half price. We have in the schools at the present time 50 boys and 38 girls, and several have gone out to service, viz., 5 boys and 5 girls, total 10. These remain at their places: 3 girls having returned to the schools again.

I am, &c.,

(Signed) J. T. SHIPLEY,
Schoolmaster.

To T. B. Browne, Esq.

DEWSBURY UNION.

Garden and Pig Account, 1857.

RECEIPTS.

£ s. d.
46 5 9

46 5 9

31 13 6

31 13 6

Garden.

|

Pigs.

|

EXPENDITURE.

£ s. d.
18 5 5

Balance 30 0 4

48 5 9

38 6 6

Balance 5 7 0

31 13 6

APPENDIX B.

**CALDER FARM REFORMATORY SCHOOL.
NEAR MIRFIELD, IN THE COUNTY OF YORK.**

COMMITTEE:

**THE HON. E. LASCELLES,
H. W. WICKHAM, Esq., M.P.,
E. AKROYD, Esq., M.P.,
W. R. C. STANSFIELD, Esq.**

**JAS. BROWN, Esq., M.P.,
J. B. GREENWOOD, Esq.,
C. HARDY, Esq.,
F. WORMALD, Esq.,**

E. B. WHEATLEY BALME, Esq.

ACTING MANAGERS:

**F. WORMALD, Esq.,
E. B. WHEATLEY BALME, Esq.**

AUDITORS:

**CHARLES HARDY, Esq.,
E. AKROYD, Esq., M.P.**

TREASURER:

JOHN HAGUE, Esq.

BANKERS

THE WEST RIDING UNION BANKING COMPANY, DEWSBURY.

HONORARY SECRETARY:

CHAS. ARTHUR TENANT, Esq., DEWSBURY.

PRINCIPLES AND RULES.**I.—The purpose of the Institution is,**

1st. That such boys as the Managers shall approve, of those who, having committed some offence against the law, may be sent under the provisions of the 17 & 18 Vict. c. 86, "at the expiration of the sentence passed upon them as a punishment for their offence," may be received therein, not for further punishment, but for reformatory education.

2dly. That such other boys who have formed, or are in danger of forming, habits of crime, may be received therein, as may be agreed upon between the Managers and those who send them.

II.—The object sought in the education of these boys is,

To restrain them from what is evil, and to encourage in what is good, by admonitions, rewards, and punishments adapted to their respective cases and characters:

To train them by field labour, and such in-door work as may be convenient, to hardy, industrious, and active habits:

To teach them the necessary truths of morality and religion, "endeavouring to form those truths into practical principles in their minds, so as to render them of habitual good influence upon their temper and actions, in all their various occurrences of life:"

And to give them such other elementary instruction as may guard them from the dangers of gross ignorance, and fit them to be useful members of society; avoiding anything likely to make them discontented with the humblest station of honest industry therein.

III.—The Committee are responsible for the current expenditure of the Institution, and for the general management. They may add to their number, may make from time to time rules for management, and may delegate such of their functions therein as they think fit, to two of their number as Visitors or Acting Managers.

SECOND YEAR'S REPORT.

FROM the last year's Report, it appears that up to 31st December 1856,
26 Boys had been received under detention;
24 more have been received up to December 31st, 1857;

50 received altogether; besides 9 not under detention, as mentioned in the last Report.

The places from which they came were as follows :

7 from Leeds.	2 from York (Assizes).
2 „ Wakefield.	1 „ Pontefract.
9 „ Sheffield.	1 „ Rochdale.
8 „ Bradford.	1 „ Beverley.
2 „ Halifax.	1 „ Boroughbridge.
6 „ Huddersfield.	1 „ London.
2 „ Skipton.	1 „ Doncaster.
4 „ Liverpool.	

Removed from other schools, viz.	} 1 „ Castle Howard.
	} 1 „ Bradwall.

Total - 50 boys.

As regards instruction, the state of the 50 was, on admission, as follows:—

15 could neither read nor write.
9 could read imperfectly, but not write.
12 could read and write imperfectly.
8 could read well, and write imperfectly.
3 could write well, and read imperfectly.
3 could read and write well.

50

As to social condition,

19 had lost one parent.
4 „ both.
27 „ neither.

50

16 were more or less without parental control.

21 had drunken or otherwise disreputable parents.

As to age,

21 were under,—29 above,—14 years.

Of the 50 received,

1 absconded immediately after admission. Since the last Report it has been ascertained that this boy was re-convicted at Liverpool, and sentenced to penal servitude.

7 were removed to other schools, by order of the Secretary of State, viz.:—

2 to Market Weighton.
1 to Carlisle.

4 to the Reformatory Ship, “Akbar,” Liverpool.

42 belong to the school 31st December, 1857, making, with 1 not under detention, 43—the present number.

50

Of moral results it is yet premature to say much. The earliest admission of a boy under detention dates from March 19th, 1856. The periods of detention vary from 2 to 5 years, the average being above 4. Hence, no boy under detention has yet been placed out. The Managers believe that the improvement apparent in many of the boys will justify an application to the Secretary of State for their discharge before their full period of detention shall have expired. But they feel it incumbent on them to exercise the utmost caution in thus seeking to shorten the time during which boys are committed to their care. In all attempts to infuse good moral and religious principles, *time* is requisite, that they be thoroughly wrought into the character, so as to be acted upon habitually, and withstand temptation. Time is needed, even when the seed is sown in soil under favourable conditions, to bring it to maturity; much more is it needed when, as in the reformatory school, the fallow ground has to be broken up, and weeds, resulting from long neglect, bad counsel, or worse example, have to be eradicated.

On the other hand, as soon as there is reasonable ground to hope that a boy's good impressions are confirmed, and he shows himself trustworthy, *handy*, and likely to be useful to an employer, it is desirable that he should be placed out, both to make room for others, and that he may get into the way of earning his livelihood more independently; and also on higher moral grounds, to test and strengthen his good principles by engaging in the actual conflict of life.

The object sought in the school is to prepare him for this conflict, not by cutting off all access of temptation, but by letting the trial come upon him by degrees, as he seems able to bear it. Kept at first under strict *surveillance*, he is gradually, as he shows himself worthy of confidence, trusted out of sight, sent on errands to less or greater distances, intrusted with money, &c. In no instance of the last kind, and very rarely in any other, has the confidence thus reposed been abused. One boy thus employed, having found half-a-sovereign which had been accidentally dropped, immediately brought it, though his office as messenger gave him peculiar facilities for otherwise disposing of it, and though he was a boy of whom his master, before he came, said, that he could not trust him with anything.

In order more fully to carry out the principle of gradual re-admission to the temptations and responsibilities of common life, a very useful discretionary power has been vested in the managers of reformatory schools, by the Act of last session (20 & 21 Vict. c. 55.) By § 13 of this Act they are empowered, when a boy shall have been half his term in the school, to place him with an employer for a month *on trial*, before applying for his absolute discharge; retaining, during that period, the same power over him, in case of misconduct, as if he were in the school, and the power to recall him in case he should prove unfit for the situation, or it for him.

There are several boys to whom, during the ensuing year, this course would be applicable: and a most valuable service would be rendered by any one who would kindly look out for suitable situations for them, particularly as farm servants, and would communicate thereupon with the head master.

The chief employment in the school is farm and garden labour, and the boys are found, with scarcely an exception, to take to it, with a cheerfulness and heartiness which, considering the very different course of life which most of them had previously led, is surprising and most encouraging. Willingness to work may be said to characterize the school as a whole; and new-comers, though often lazily inclined, catch, more or less quickly, the prevailing habit.

From the first, each boy was allowed to have a small garden of about two perches, to be cultivated by him, in *his play time*, for his own advantage. Several felt the benefit of this so much, that they applied to have more land, paying *rent* for it. This was allowed on certain conditions, as to good

cultivation, &c., and at the rate of 6d. a perch or 4l. an acre. Three-fourths of an acre have been occupied in that way since the harvest.

The chief characteristics of the criminal class being indolence and the reckless expending of their unlawful acquisitions on immediate sensual gratification,—this small allotment system affords a direct corrective, in that it requires and habituates them to labour and forego present gratification (except that found in work itself when freely undertaken), with a view to a remote future benefit; a step, less trifling perhaps than it may seem, towards initiation into that course of discipline which this life is designed to be to them and to all.

The more immediate advantage is considerable. The boys, having a direct personal interest in the bit of ground, and the little agricultural operations thereon, which they feel to be their own, acquire a general interest in such operations, which carries them on when working for the School, and tends to form in them that real liking for work, and that notion of doing something for themselves, which are such valuable characteristics of the honest labourer. The last—the sense of independence—is one which requires the greatest care to foster, as it might otherwise be weakened, in an institution where, from the nature of the case, much must necessarily be done for the inmates.

The work done by them for the School is as follows:—It is found that, taking the average of the older and younger boys, each one digs over, during the working day of eight hours, of the land in occupation, which is moderately light, from 4 to 7 perches, according to its previous state of cultivation, and the depth required for the intended crop.

In the spring of the present year, 29 acres of land were taken, in addition to that previously occupied by the School, making in all—36A. 2R. 26P.

This has been cropped as follows:

	A.	R.	P.
Wheat	-	-	8 3 0
Beans	-	-	1 1 0
Barley	-	-	1 1 0
Oats	-	-	3 0 0
Clover	-	-	4 2 0
Potatoes	-	-	3 2 0
Turnips	-	-	2 2 0
Mangold	-	-	2 2 0
Lucerne	-	-	1 0 0
Scotch and other cabbages	-	-	0 3 0
Carrots and parsnips	-	-	0 2 0
General garden crops—beans, peas, onions, &c.	2	0	0
Boys' gardens	-	-	0 0 26
Pasture	-	-	3 0 0
Meadow	-	-	2 0 0
	36	2	26

On entry to the new land, $4\frac{1}{2}$ acres of it were sown with wheat, and $4\frac{1}{2}$ acres in clover. During the season, all the rest was sown, and all the crops gathered by the boys, under the charge of an additional labour master for the farm, with these exceptions. On taking the additional land, it was thought advisable to keep one horse for carting coals, manure, &c. It seemed also desirable that boys intended chiefly for farm labour, should learn to attend a horse. The season being advanced when the additional land was taken in hand, horse labour was used to some extent in getting in the seed. The hay and the first crop of clover was also mown by hired men, the boys being employed in making hay for hire on neighbouring farms. The second crop of clover was, however, mown by them, and all the other work of the farm done.

Since harvest, 15 acres have been dug over by them, in preparation for the Spring; in addition to 14 A. 1 R. 26 P. prepared and sown with Winter crops.

The School was visited during the Spring by M. De Metz, who spent a day in examining it with the minute attention to details suggested by his vast experience; and who says of it in a letter since received—

“Compliment apart, I declare to you that it seems to me impossible to be placed under conditions more favourable to success, either as regards the choice of your head master, or of local position.”

To this strong testimony as regards the head master, the managers add their own, founded on another year's experience of his efficiency; and also express their great satisfaction with the way in which the schoolmaster, Mr. Crowther, and the two labour masters, have performed their duties.

The Committee cannot but notice with great satisfaction that reformatory schools have been placed during the past year under the inspection of the Rev. Sidney Turner, whose previous experience at Red Hill so admirably qualified him for the work.

The recovery of payment from parents has also been placed under his charge. On this point the Committee would respectfully invite the attention of magistrates to sect. 8 of the Act 20 & 21 Vict. c. 55, by which, when they sentence a child to be detained in a reformatory, they may at once, without other form of complaint, issue their summons to the parent or step-parent, and upon due hearing may make an order upon him for the payment of a sum not exceeding 5s. a week towards his maintenance in the School. This is not only the simplest mode of putting the law in motion, but has the advantage of associating the charge upon the parent more directly with the child's offence;—thus tending to make him and others realize the fact that such offences will entail upon them a heavier burden, instead of relieving them from their children's maintenance, as would otherwise be the case.

It is specially requested that when magistrates make such order upon any parent, they will

1st.—Name the Rev. Sidney Turner, one of the Inspectors of Penal Schools, as the person to receive the payment under sect. 9; and

2nd.—Send information of the order having been made, to him at his office, 15, Parliament Street, Westminster.

The first tends to facilitate the collection of the money.

Neglect of the second would probably render the order a dead letter, for want of some one to enforce it.

On the whole, the results of the institution have so far satisfied the Committee of the advantages to be derived from it, that they have decided on erecting another house for about 40 additional boys. This is now in progress.

They earnestly invite all who are interested in the reformation of young offenders to visit and inspect the institution, which is about a mile and a half from the railway station at Mirfield; and appeal to the public in the hope that additional subscribers will enable them to meet the expense which will arise from increasing the number of boys.

(Signed) E. LASCELLES,
Chairman of the Committee.

January, 1858.

DONATIONS and SUBSCRIPTIONS for 1857.

	Donations.	Subscriptions.
	£ s. d.	£ s. d.
Akroyd, Edw., Esq., M.P., Bank Field, Halifax	—	10 0 0
Aldam, Wm., Esq., Frickley Hall, near Doncaster	—	2 2 0
Balme, E. B. Wheatley, Esq., Cote Wall, Mirfield	—	10 0 0
Brooke, John, Esq., Armitage Bridge, Huddersfield	—	10 0 0
Brooke, Rev. Richard, Gateforth House, near Selby	5 0 0	—
Brown, G. B., Esq., Halifax	20 0 0	4 0 0
Brown, James, Esq., M.P., Rossington	—	10 0 0
Childers, J. W., Esq., Cantley Hall, near Doncaster	—	5 0 0
Cheesbrough, Wm., Esq., West Brook House, Bradford	—	2 2 0
Crossley, Messrs. John and Sons, Dean Clough Mills, Halifax	10 0 0	—
M. De Metz, Mettray, France	5 0 0	—
Dent, Dent John, Esq., M.P., Ribston Park, Weatherby	—	5 0 0
Edwards, Major, M.P., Pye Nest, Halifax	—	2 2 0
Fletcher, Mrs. Lancrigg, Ambleside, Westmoreland	10 0 0	10 0 0
Forster, Wm. Edward, Esq., Burley, near Otley	—	1 1 0
Greenwood, J. B., Esq., Dewsbury Moor	—	10 0 0
Goderich, Lord Viscount, M.P., 1, Carlton Gardens, Pall Mall	—	10 10 0
Hague, John, Esq., (Treasurer), Crow Nest, Dewsbury	—	10 0 0
Hague, Mrs., Crow Nest, Dewsbury	—	5 0 0
Haigh, John, Esq., Lascelles Hall, near Huddersfield	—	5 0 0
Hall, Robert, Esq., Dean's Yard, Westminster	5 0 0	—
Hardy, Charles, Esq., Odsall House, Bradford	—	10 0 0
Hardy, John, Esq., Dunstall Hall, Burton-on-Trent	—	2 0 0
Harris, Henry, Esq., Heaton Hall, Bradford	—	3 3 0
Harris, Alfred, Esq., Ryshworth Hall, Bingley	—	3 2 0
Hill, Henry, Esq., Ackworth Park, Pontefract	10 10 0	—
Hollings, John, Esq., Manningsham, Bradford	—	1 1 0
Ingham, James Taylor, Esq., London	—	2 2 0
Ingham, Joshua, Esq., Blake Hall, Mirfield	25 0 0	—
Kaye, Sir John L. Lister, Bart., Denby Grange, Wakefield	—	1 1 0
Kaye, Lady Lister do.	—	1 1 0
Lace, F. J., Esq., Stone Gap, Cross Hills	—	1 1 0
Lascelles, Hon. Edwin, Harewood	—	10 0 0
Leatham, W. H., Esq., Hemsworth Hall, near Pontefract	—	5 0 0
Mason, Thomas, Esq., Doncaster	10 0 0	—
Marsden, John, Esq., Solicitor, Wakefield	—	2 2 0
Murgatroyd, William, Esq., Bank Field, Bradford	—	2 2 0
Paley, J. G. Esq., Oatlands, Harrogate	10 0 0	2 0 0
Pollard, Lieut.-Colonel, Stannary, Halifax	2 18 0	2 2 0
Robinson, William, Esq., Settle	10 0 0	3 3 0
Rawson, Wm. Henry, Esq., Halifax	—	2 2 0
Shepherd, Mr. Edward, Wakefield	—	1 0 0
Smith, John, Esq., Burley House, Leeds	—	2 2 0
Salt, Titus, Esq., Saltaire, Bradford	25 0 0	10 0 0
Stansfield, Hamer, Esq., The Grange, Burley, near Otley	—	1 1 0
Stansfield, W. R. C., Esq., Esholt, Otley	—	10 0 0
Stanhope, W. S., Esq., Cannon Hall	—	2 2 0
Stanhope, John Spencer, Esq., Cannon Hall	—	5 0 0
Tempest, J. P., Esq., Tong Hall, near Bradford	—	5 0 0
Tennant, C. A., Esq. (Hon. Sec.), Dewsbury	—	1 1 0
Thompson, H. S., Esq., Kirby Hall	10 0 0	—
Taylor, Mrs. E. F., 87, Bootham, York, late of Purlwell Hall, Batley	10 0 0	—
Tew, Edward, Esq., Crofton Hall, Wakefield	—	2 2 0
Tottie, J. W., Esq., Leeds	—	5 5 0
Waterhouse, John, Esq., Well Head, Halifax	—	2 0 0
Waterhouse, Samuel, Esq., Halifax	—	2 2 0
Wheatley, Miss Cote Wall, Mirfield	—	10 0 0
Willans, William, Esq., Huddersfield	—	2 2 0
Wainhouse, John Edward, Esq., Halifax	—	1 1 0
Wickham, H. W., Esq., M.P., Kirkstall	—	10 0 0
Wickham, W. Lamplugh, Esq., Low Moor, near Bradford	—	2 2 0
Wilson, Benjamin, Esq., Bank House, Mirfield	—	2 0 0
Willson, John, Esq., Seacroft, near Leeds	10 0 0	2 2 0
Whitworth, John, Esq., Halifax	2 2 0	—
Wormald, Frank, Esq., Field Head, Mirfield	—	10 0 0
	180 10 0	251 2 0

CALDER FARM REFORMATORY SCHOOL.

SUMMARY OF EXPENSES FOR THE YEAR ENDING 30TH NOVEMBER 1887.

	£	s.	d.
Furnishing	26	11	11½
Food	263	19	1½
Clothing	163	5	3
Bedding	2	19	0
Salaries	239	5	9
Fuel and lighting	35	9	10
Books, stationery, and printing	29	2	6
Sick account, medical attendance, &c.	5	9	9
Washing	41	15	3
Removal and recapture	13	19	11
Repairs	5	9	2
Miscellaneous expenses	21	13	8
Tools	31	3	6
Rewards to the boys for good conduct, &c.	7	17	5
Rent of school buildings	67	12	0
	1,006	18	0
Less food from farm	72	2	5
Cost of school for 1887	934	14	7
Farm expenses as per Account (B.)	877	6	2
Total Expenses for 1887	1,514	0	9
Paid as per Treasurer's Account. See Account (A.)	885	17	6
Bills unpaid	628	3	3
Estimated value of farm stock, as per Account (B.)	733	12	10

Tabulated Reports, by Her Majesty's Inspector of Schools, T. B. Browne, Esq., on the Parochial Union Schools, and also on the Ragged Schools and Reformatories, inspected by him in the Northern District, during the Year 1857.

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1857.	NORTHUMBERLAND			
July 20 -	Alnwick:			
	Boys - -	11	5	The children were orderly, but answered questions very moderately, and many could not read. They appeared dull and spiritless, and would not speak out.
	Girls - -	13	11	
	Infants - -	-	6	
July 22 -	Belford:			
	Boys - -	1	1	The children were very ignorant. None could read. The eldest child was about eight years old. No school in the workhouse.
	Girls - -	2	2	
	Infants - -	-	-	
July 9 -	Bellingham:			
	Boys - -	7	7	No school in the workhouse. The children passed a tolerable examination. Classification of inmates imperfect.
	Girls - -	6	6	
	Infants - -	-	-	
July 23 -	Berwick-upon-Tweed:			
	Boys - -	32	27	The children appeared to be making satisfactory progress in both schools. The infants were lively. A pupil-teacher has been appointed.
	Girls - -	44	34	
	Infants - -	35	35	
July 16 -	Castle Ward:			
	Boys - -	1	1	The children were in a very low state and very ignorant. They receive some instruction from the Governor of the workhouse.
	Girls - -	6	6	
	Infants - -	3	3	
July 23 -	Glendale:			
	Boys - -	5	5	The children passed a tolerable examination. One boy was much more advanced than the rest.
	Girls - -	13	11	
	Infants - -	4	4	
July 7 -	Haltwhistle:			
	Boys - -	2	2	The few children in this workhouse go out to school. I found them ignorant.
	Girls - -	1	1	
	Infants - -	-	-	
July 8 -	Hexham:			
	Boys - -	29	29	The children passed a creditable examination in both schools. The girls read with remarkable distinctness, an object difficult to accomplish in Northumberland.
	Girls - -	31	20	
	Infants - -	2	12	
July 24 -	Morpeth:			
	Boys - -	4	4	The children go out to school. All but one boy were very ignorant. Classification of inmates defective.
	Girls - -	3	3	
	Infants - -	5	5	
July 27 - Nov. 3 -	Newcastle-upon-Tyne:			
	Boys - -	86	84	I found the children going on very well in both schools at my second visit. A gallery had been provided for the infants, but a teacher was still wanted. Industrial training good.
	Girls - -	85	85	
	Infants - -	28	24	
July 21 -	Rothbury:			
	Boys - -	-	-	The children here go out to school. One could read, and work a sum in simple subtraction. Classification of inmates defective.
	Girls - -	2	2	
	Infants - -	-	-	
June 8 -	Tynemouth:			
	Boys - -	33	33	State of the schools unsatisfactory. The guardians continue to counteract the effect of the money they have expended by maintaining a one-armed schoolmaster selected from the relief list.
	Girls - -	14	14	
	Infants - -	18	18	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1857.	CUMBERLAND.			
July 7 -	Alston:			
	Boys -	3	3	The children go out to school. They were generally ignorant. One only could work a sum in simple addition.
	Girls -	4	3	
	Infants -	-	-	
July 1 -	Booth:			
	Boys -	-	-	The children here were very ignorant. They go out to school.
	Girls -	3	3	
	Infants -	2	2	
July 6 -	Brampton:			
	Boys -	6	6	The children go out to school. They were ignorant and in a low state, with the exception of one boy.
	Girls -	3	3	
	Infants -	5	5	
June 25 -	Carlisle:			
	Boys -	54	51	The children passed an examination decidedly creditable to their teachers in both schools, and appeared very orderly and well-behaved. Industrial training good.
	Girls -	34	26	
	Infants -	-	4	
June 29 -	Cockermouth:			
	Boys -	27	26	State of the children, fair, in both schools. Industrial training of the boys defective.
	Girls -	10	7	
	Infants -	49	44	
June 26 -	Longtown:			
	Boys -	15	11	The children passed a fair examination, but the moral discipline of the school was not quite satisfactory.
	Girls -	17	7	
	Infants -	-	12	
Mar. 24 -	Penrith:			
	Boys -	42	39	I have a favourable impression as to both schools in this workhouse. There was much illness amongst the girls.
	Girls -	43	20	
	Infants -	-	8	
June 30 -	Whitehaven:			
	Boys -	50	48	The teachers have laboured under considerable disadvantages, as the school accommodation in the new workhouse is inconvenient and insufficient. Progress of the children fair under the circumstances.
	Girls -	50	36	
	Infants -	-	10	
July 3 -	Wigton:			
	Boys -	21	20	Schools fair. Several children read with remarkable distinctness, but they were deficient in spelling.
	Girls -	14	12	
	Infants -	12	10	
	DURHAM.			
July 28 -	Auckland:			
	Boys -	4	4	The children were not advanced, but the school is likely to improve. The attendance, in proportion to the population of the union, was very small.
	Girls -	3	3	
	Infants -	3	3	
Oct. 29 -	Chester-le-street:			
	Boys -	11	6	There is no school in the new workhouse. Progress of the children who go out to school tolerable.
	Girls -	7	7	
	Infants -	-	5	
June 4 -	Darlington:			
	Boys -	10	5	State of the school tolerable. The children had not learned to think and exercise their minds sufficiently.
	Girls -	17	10	
	Infants -	-	10	
Oct. 27 -	Durham:			
	Boys -	10	7	School mixed; progress of the children creditable to the teacher. Several answered questions with considerable intelligence.
	Girls -	22	13	
	Infants -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1857.	DURHAM—cont.			
Oct. 30 -	Easington:			
	Boys - -	6	6	The children were very ignorant. They go out to school.
	Girls - -	5	4	
	Infants - -	-	-	
July 10 -	Gateshead:			
	Boys - -	31	33	The children passed a tolerable examination, but were deficient in arithmetic, and not in a satisfactory state of discipline. The girls have now a good school-room.
	Girls - -	14	13	
	Infants - -	21	21	
Nov. 2. -	Houghton-le-Spring:			
	Boys - -	1	1	None of the children present could read or write. The workhouse does not admit of a proper classification of the inmates.
	Girls - -	3	3	
	Infants - -	3	3	
Oct. 23 -	Lanchester:			
	Boys - -	8	8	The children go out to school, and were very ignorant. Their attendance was said to have been irregular.
	Girls - -	9	9	
	Infants - -	-	-	
July 15 -	Sedgefield:			
	Boys - -	1	1	The children go out to school. Two read the Testament, but did not understand what they read.
	Girls - -	2	2	
	Infants - -	1	1	
July 17 -	South Shields:			
	Boys - -	16	15	School mixed. The children did not show much intelligence, and few could read. Industrial training of the boys defective.
	Girls - -	18	12	
	Infants - -	-	7	
Apr. 23 -	Stockton:			
	Boys - -	24	19	School mixed. Although the children were in a low state, they had manifestly improved since my previous visit.
	Girls - -	24	18	
	Infants - -	-	7	
Nov. 5 -	Sunderland:			
	Boys - -	45	36	The boys here are very well taught by a trained master, who has obtained a certificate of merit. They showed an unusual degree of intelligence and information. The girls were less advanced. Industrial training good.
	Girls - -	37	29	
	Infants - -	-	-	
June 9 -	Teesdale:			
	Boys - -	14	14	The children go out to school. They passed generally a fair examination.
	Girls - -	9	5	
	Infants - -	-	-	
July 29 -	Weardale:			
	Boys - -	1	1	The children go out to school. I found them in a low state as on former occasions. Religious knowledge very imperfect. The most advanced boy failed to work a sum in simple addition.
	Girls - -	1	1	
	Infants - -	6	6	
	WESTMORELAND.			
June 10 -	East Ward:			
	Boys - -	27	20	School mixed, teacher a schoolmistress. The children passed a tolerable examination, and appeared to have made some progress since my previous visit.
	Girls - -	12	7	
	Infants - -	-	7	
June 11 -	Kendal:			
	Boys - -	55	58	A pupil-teacher has been appointed in the boys' school. The boys appeared to be making very creditable progress, but the state of the girls was very unsatisfactory. They were especially deficient in arithmetic, and far inferior to the boys in every respect.
	Girls - -	31	21	
	Infants - -	3	11	
Mar. 25 -	West Ward:			
	Boys - -	10	2	School mixed. The children were not advanced and deficient in arithmetic, but they gave fair answers to religious questions.
	Girls - -	25	17	
	Infants - -	-	13	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1857.	YORKSHIRE, N. R.			
July 14 -	Bainbridge:			
	Boys - -	4	-	The children received some instruction from a pauper. Those present were very ignorant.
	Girls - -	3	3	
	Infants - -	-	-	
July 13 -	Bedale:			
	Boys - -	-	-	In this workhouse the children, who go out to school, passed a very fair examination. They were chiefly deficient in arithmetic.
	Girls - -	-	-	
	Infants - -	-	-	
Mar. 13 -	Easingwold:			
	Boys - -	14	13	School mixed, teacher a schoolmistress. State of the children unsatisfactory. Attainments moderate. Discipline defective.
	Girls - -	13	13	
	Infants - -	-	-	
Nov. 6 -	Guisborough:			
	Boys - -	2	2	The children go out to school. None could read. None understood the Lord's Prayer.
	Girls - -	1	1	
	Infants - -	3	3	
May 20 -	Helmaley:			
	Boys - -	1	-	The children go out to school, they were very ignorant. None could read or write.
	Girls - -	2	2	
	Infants - -	2	2	
May 20 -	Kirkby Moorside:			
	Boys - -	1	1	The children passed but a moderate examination, with the exception of two girls they appeared to be very ignorant.
	Girls - -	7	7	
	Infants - -	-	-	
July 14 -	Leyburn:			
	Boys - -	4	4	Here the children go out to school, they were very ignorant in every respect. None understood the Lord's Prayer.
	Girls - -	6	6	
	Infants - -	1	1	
May 14 -	Malton:			
	Boys - -	10	10	The girls only and infants are now instructed in the workhouse. They had made but little progress. Not one could read the third Irish book without spelling. The boys go out to school, and were more advanced.
	Girls - -	24	21	
	Infants - -	11	11	
Apr. 29 -	Northallerton:			
	Boys - -	8	7	The children go out to school. General attainments moderate, of those present, fifteen could not read, one only read well.
	Girls - -	7	6	
	Infants - -	8	8	
May 15 -	Pickering:			
	Boys - -	10	3	School mixed, teacher a schoolmaster. The children passed a very tolerable examination, but there was a want of liveliness about them.
	Girls - -	6	6	
	Infants - -	-	-	
July 30 -	Reeth:			
	Boys - -	3	3	The boys here go out to school. They were not advanced, but showed more intelligence than I have observed hitherto among the children in this workhouse.
	Girls - -	-	-	
	Infants - -	-	-	
July 31 -	Richmond:			
	Boys - -	5	5	The few children here are under the charge of a schoolmistress. They were but young, and their attainments moderate.
	Girls - -	1	1	
	Infants - -	1	1	
May 19 -	Scarborough:			
	Boys - -	1	-	The children go out to school. Two girls read the Testament, and their religious knowledge was tolerable, in other respects all the children were very deficient.
	Girls - -	6	6	
	Infants - -	2	2	

Date.	Name of School.	In Attendance.		GENERAL OBSERVATIONS.
		In	Present.	
1857.	YORKSHIRE, N.E. —cont.			
Nov. 6	Stokenley:			The children here go out to school, and are evidently well taught.
	Boys - -	8	8	
	Girls - -	3	3	
	Infants - -	-	-	
April 27	Thirak:			The children were deficient in scriptural knowledge, and showed little animation or intelligence; but it was stated that there had been fever in the house, and no school for about six weeks. Teacher a schoolmistress.
	Boys - -	10	8	
	Girls - -	12	8	
	Infants - -	-	6	
May 18	Whitby:			School mixed. Teacher a schoolmistress. The children passed a fair examination, and were very orderly. The attendance is very small in proportion to the population.
	Boys - -	8	8	
	Girls - -	5	5	
	Infants - -	3	3	
	YORKSHIRE, E.E.			
Sept. 28	Beverley:			The children go out to school. They passed a tolerable examination.
	Boys - -	4	4	
	Girls - -	7	7	
	Infants - -	10	8	
Sept. 30	Bridlington:			Here also the children go out to school. They appeared to be making fair progress.
	Boys - -	10	10	
	Girls - -	6	6	
	Infants - -	5	5	
Sept. 29	Driffield:			The state of the boys was creditable to their schoolmaster; but the girls, under a schoolmistress, were much inferior to them; read indistinctly, and had not learned to think and exercise their minds.
	Boys - -	11	11	
	Girls - -	7	7	
	Infants - -	11	11	
April 2	Howden:			The children go out to school. Several could read tolerably, but they appeared very ignorant.
	Boys - -	20	13	
	Girls - -	19	11	
	Infants - -	-	6	
April 3	Hull:			The boys' school has been for some time good, and maintains its character. The girls were far inferior to the boys.
	Boys - -	58	56	
	Girls - -	28	26	
	Infants - -	19	19	
April 7	Patrington:			School mixed. Religious knowledge of the children good. Spelling and arithmetic not satisfactory. There was too much collective answering. The schoolmistress questioned well.
	Boys - -	14	11	
	Girls - -	10	4	
	Infants - -	-	6	
May 13	Pocklington:			School mixed; materially improved since my last visit. Teacher a schoolmaster. The boys dig.
	Boys - -	13	10	
	Girls - -	8	5	
	Infants - -	-	6	
Oct. 1	Sculcoates:			State of the boys very creditable to the schoolmaster, as it has long been. The girls, though not equal to the boys, had improved.
	Boys - -	60	58	
	Girls - -	47	27	
	Infants - -	3	13	
April 6	Skirlaugh:			School mixed. The children were in a low state, but mostly young; and one girl, it appeared, had been kept from school to nurse infants.
	Boys - -	16	5	
	Girls - -	7	3	
	Infants - -	-	14	
Mar. 12	York:			The children appeared to be making tolerable progress, but were not in an advanced state in either school.
	Boys - -	22	21	
	Girls - -	21	20	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1857.	YORKSHIRE, W.R.			
	Barnsley:			
	Boys - -	26	20	The children, both boys and girls, were very dull and ignorant. No child understood the Lord's prayer.
	Girls - -	18	18	
	Infants - -	9	8	
May 21 -	Barwick:			
	Boys - -	6	6	The children, who go out to school, passed a tolerable examination, but were not advanced.
	Girls - -	3	3	
	Infants - -	-	-	
May 23 -	Bierley, North:			
	Boys - -	7	3	The children present were very ignorant; one only could read without spelling. Five children were stated to be absent at school.
	Girls - -	14	4	
	Infants - -	-	9	
Aug. 10. -	Bradford:			
	Boys - -	57	53	These schools continue fair; but not, I think, equal to what they were at my previous visit. Many girls read ill, and the boys were not in a good state of discipline.
	Girls - -	57	57	
	Infants - -	14	34	
April 22 -	Carlton:			
	Boys - -	1	1	Some improvement was perceptible here, but the children were in a low state; deficient in spelling and arithmetic.
	Girls - -	8	3	
	Infants - -	6	6	
March 10	Dewsbury:			
	Boys - -	48	36	The children passed a tolerable examination, but were by no means advanced, about a third of those present could read. The boys are employed in field-work.
	Girls - -	36	17	
	Infants - -	-	18	
Sept. 25 -	Doncaster:			
	Boys - -	32	20	The boys passed a good examination, and appeared to be making creditable progress. State of the girls far less satisfactory. They were very deficient in spelling and arithmetic.
	Girls - -	16	15	
	Infants - -	9	8	
Feb. 18 -	Ecclesall Bierlow:			
	Boys - -	23	27	State of the boys generally good. The master conducted a class well. The girls were less advanced, but passed a tolerable examination.
	Girls - -	26	26	
	Infants - -	6	6	
March 18	Goole:			
	Boys - -	17	13	Progress of the children tolerable, but there was a want of animation and intelligence about them. Arithmetic unsatisfactory.
	Girls - -	10	6	
	Infants - -	-	5	
April 21 -	Halifax:			
	Boys - -	27	20	The number of children in the girls' school able to read was very small. The boys passed a fair examination.
	Girls - -	13	11	
	Infants - -	21	18	
March 11	Harrogate:			
	Boys - -	15	15	The boys here go out to school, and appear to be well taught.
	Girls - -	-	-	
	Infants - -	-	-	
	Hemsworth -	-	-	No workhouse.
March 4 -	Huddersfield:			
	Boys - -	20	19	The children go out to school. Of those present not one-third could read. Large schools for pauper children are much wanted in this populous union.
	Girls - -	17	14	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1857.	YORKSHIRE, W.R. —cont.			
June 2 -	Keighley:			
	Boys - - -	3	3	The children were very ignorant. One only could read and write. No school in the workhouse, which does not admit of a proper classification of inmates.
	Girls - - -	3	3	
	Infants - -	-	-	
June 2 -	— Bingley:			
	Boys - - -	3	3	Another Keighley workhouse not admitting of a proper classification. A few children go out to school, but they had made little progress.
	Girls - - -	-	-	
	Infants - -	1	1	
March 11	Knaresborough:			
	Boys - - -	-	-	Progress of the girls who go out to school very moderate. They were far inferior to the boys at the Harrogate workhouse in the same union.
	Girls - - -	8	8	
	Infants - -	-	-	
Sept. 23, 24.	Leeds:			
	Boys - - -	71	62	State of the infants pleasing, and creditable to their teacher. In the two senior schools the children passed a tolerable examination, but did not show much intelligence. The boys, however, proved themselves very fair arithmeticians. Industrial training very fair.
	Girls - - -	86	80	
	Infants - -	33	39	
June 3 -	Ouseburn, Great:			
	Boys - - -	6	4	Four children were absent at school. Of those present, one boy only could read, but he appeared intelligent. The boys work in the garden.
	Girls - - -	4	2	
	Infants - -	-	-	
April 24 -	Pateley Bridge:			
	Boys - - -	3	3	Classification of the inmates is impracticable in this wretched workhouse. The children go out to school to a woman who was stated to have had "chance" children, and were very ignorant in every respect.
	Girls - - -	2	1	
	Infants - -	-	-	
	Penistone - -	-	-	No workhouse.
March 16	Pontefract:			
	Boys - - -	1	1	The children here who go out to school had made but moderate progress.
	Girls - - -	2	2	
	Infants - -	3	3	
March 19	Preston, Great:			
	Boys - - -	8	7	The children receive some instruction from the governor of the workhouse. Those who could read passed a tolerable examination, but five only could read without spelling.
	Girls - - -	7	7	
	Infants - -	7	7	
April 23 -	Ripon:			
	Boys - - -	6	6	The schoolmistress here has a very good method of teaching, and I found the state of the children very creditable to her, in respect both of information and intelligence. The Pateley children might be sent to Ripon.
	Girls - - -	4	4	
	Infants - -	7	6	
Sept. 15 -	Rotherham:			
	Boys - - -	15	14	The children were deficient in arithmetic, and passed generally but a moderate examination. There was no schoolmistress at the date of my visit.
	Girls - - -	23	10	
	Infants - -	4	4	
March 3 -	Saddleworth:			
	Boys - - -	15	7	The children were in a low state. None understood the Lord's Prayer. It was stated that most of them had been but a short time in attendance.
	Girls - - -	9	4	
	Infants - -	-	11	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1857.	YORKSHIRE, W.R.			
	— <i>cont.</i>			
June 23 -	Sedbergh:			
	Boys - -	5	5	The children go out to school. One boy had made tolerable progress. The others knew very little.
	Girls - -	3	3	
	Infants - -	-	-	
April 8 -	Selby:			
	Boys - -	9	9	The children passed a very fair examination, and their general progress was decidedly creditable to their teacher, the governor of the workhouse.
	Girls - -	4	4	
	Infants - -	6	6	
June 23 -	Settle:			
	Boys - -	18	18	The boys were ignorant on religious subjects, in other respects they had made tolerable progress. One boy was much more advanced than the rest.
	Girls - -	6	-	
	Infants - -	-	-	
Feb. 17 -	Sheffield:			
	Boys - -	71	47	State of the children tolerable, but they were not advanced in either school.
	Girls - -	54	51	
	Infants - -	-	-	
June 1 -	Skipton:			
	Boys - -	10	9	The children go out to school. Their religious knowledge was imperfect, and their progress generally not satisfactory.
	Girls - -	3	3	
	Infants - -	-	-	
	Tadcaster - -	-	-	No workhouse for children.
March 17	Thorne:			
	Boys - -	19	13	The children were not in an advanced state, but had improved since my visit in 1856. Teacher, a schoolmistress.
	Girls - -	10	8	
	Infants - -	-	6	
April 1 -	Wakefield:			
	Boys - -	26	21	Here the children passed a fair examination, but the boys were superior to the girls. Industrial training good.
	Girls - -	23	14	
	Infants - -	-	12	
Sept. 16 -	Wortley:			
	Boys - -	1	1	The few children here are evidently well taught. They were very orderly.
	Girls - -	5	5	
	Infants - -	3	3	
	LANCASHIRE.			
March 5 -	Ashton-under-Lyne:			
	Boys - -	38	26	School mixed. The children were deficient in spirit and intelligence. Religious knowledge imperfect. Industrial training defective.
	Girls - -	24	15	
	Infants - -	-	19	
April 9 -	Barton:			
	Boys - -	1	1	The children in this union are sent to Swinton. One boy who could not read was in the workhouse.
	Girls - -	-	-	
	Infants - -	-	-	
May 6 -	Blackburn:			
	Boys - -	38	36	The boys passed a fair examination, but the girls were not equal to them, and had made but moderate progress.
	Girls - -	17	11	
	Infants - -	6	4	

Date.	Name of School.	In Attendance.		GENERAL OBSERVATIONS.
1857.	LANCASHIRE—cont.			
March 31	Bolton:			This is a school for the Bolton girls and infants, of which I am enabled to speak very favorably. The remarkable liveliness and intelligence of the children, and their pleasing manners and open countenances showed the advantages of good management, and of a suitable method of teaching. Teacher a schoolmistress.
	Boys - - -	-	-	
	Girls - - -	-	22	
	Infants - -	40	23	
Oct. 2	— Turton:			The Bolton boys are educated at this workhouse. They were rather deficient in arithmetic, but passed upon the whole a fair examination.
	Boys - - -	57	47	
	Girls - - -	-	-	
	Infants - -	-	-	
April 20	Burnley:			The children in school were not advanced, but most of those present were very young. One boy appeared intelligent.
	Boys - - -	5	5	
	Girls - - -	1	1	
	Infants - -	7	7	
March 9	Bury:			The Bury children go to Swinton, but not in sufficient numbers. Those in the workhouse go out to school. They were very ignorant.
	Boys - - -	7	7	
	Girls - - -	4	4	
	Infants - -	-	-	
	Caton - - -	-	-	No workhouse.
May 8	Chorley:			The children, who go out to school, were ignorant, and in a low state.
	Boys - - -	11	9	
	Girls - - -	3	2	
	Infants - -	-	-	
Sept. 17	Chorlton:			State of the children creditable to their teachers. They passed generally a very fair examination. Industrial training good.
	Boys - - -	97	85	
	Girls - - -	87	75	
	Infants - -	-	-	
May 7	Clitheroe, Aughton:			One boy here read the Testament tolerably, but did not understand it, and was very ignorant.
	Boys - - -	1	1	
	Girls - - -	1	1	
	Infants - -	-	-	
May 7	— Holden:			In both the Clitheroe workhouses the children go out to school. At Holden they appeared to be making moderate progress.
	Boys - - -	6	6	
	Girls - - -	2	2	
	Infants - -	-	-	
April 17	The Fylde:			The children go out to school. Their religious knowledge was very imperfect, and their general progress unsatisfactory.
	Boys - - -	9	8	
	Girls - - -	18	10	
	Infants - -	-	-	
	Garstang - -	-	-	No workhouse for children.
May 1	Haslingden:			The children go out to school. None could read or write. None understood the Lord's prayer.
	Boys - - -	7	7	
	Girls - - -	-	-	
	Infants - -	-	-	
March 28	Lancaster:			State of the children, who go out to school, tolerable, but more than two-thirds could not read.
	Boys - - -	19	16	
	Girls - - -	4	2	
	Infants - -	-	5	
Feb. 27	Leigh:			School mixed. Teacher a schoolmaster. Arithmetic but moderate. Progress of the children otherwise fair.
	Boys - - -	21	19	
	Girls - - -	17	13	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1857.	LANCASHIRE—cont.			
Feb. 23, 24.	Liverpool:			
Dec. 1, 2.	Boys - -	96	94	The changes here are very frequent. At my second visit none of the infants could read, and only fifteen girls without spelling. The boys were much more advanced, and their attainments creditable to their teacher under the circumstances.
	Girls - -	71	69	
	Infants - -	98	72	
Nov. 16, 17,	— Kirkdale:			
18, 19, 20.	Boys - -	498	476	The numbers in attendance have increased in these schools, but they are still not completely filled. The first and second classes of girls passed a very creditable examination, but the progress of the other classes was not satisfactory. The standard in the boys' school is not quite so high as it has been; on the whole, however, the school continues good. The boys are far more advanced than the girls. Industrial training good.
Dec. 8, 9.	Girls - -	404	374	
	Infants - -	-	-	
March 6,	Manchester:			
Nov. 11.	Boys - -	64	49	The changes here are very frequent. Schools tolerable under the circumstances. The boys were without a master at my last visit, but more advanced than the girls. A new workhouse is in progress, and will probably be opened early in 1858.
	Girls - -	15	15	
	Infants - -	15	15	
April 30 -	— Canal Street:			
	Boys - -	41	41	This is a school for out-door pauper children, in the Canal-street Workhouse. The children appeared to be fairly taught, but the changes are very frequent, and 16 only could read without spelling.
	Girls - -	25	25	
	Infants - -	33	33	
April 30 -	— Canal Street:			
	Boys - -	78	53	Another school in the same workhouse for in-door pauper children. The children appeared to be fairly taught and orderly; a larger number could read than in the other school, but the frequent changes are a great obstacle to progress in both instances.
	Girls - -	78	50	
	Infants - -	-	44	
Nov. 23, 24,	— Swinton:			
25, 26, 27,	Boys - -	330	315	The children in these schools are making creditable progress generally, but it is requisite that more attention should be paid to reading in both the senior schools. Industrial training good.
Dec. 10, 11.	Girls - -	301	191	
	Infants - -	330	286	
Sept. 22 -	Oldham:			
	Boys - -	40	39	State of the children fair in both schools. The schoolmistress has evidently taken much pains with the girls. The school-rooms are rather dark, and the ventilation defective.
	Girls - -	86	28	
	Infants - -	10	11	
Aug. 23 -	Ormskirk:			
	Boys - -	20	20	The children were in a low state, but the method of their schoolmistress appeared to be good. Industrial training defective. The boys are still obliged to knit.
	Girls - -	19	19	
	Infants - -	-	-	
Aug. 18 -	Prescot:			
	Boys - -	31	22	A tolerable school. Style of reading distinct, but the children were deficient in arithmetic.
	Girls - -	15	11	
	Infants - -	-	9	
March 23	Preston:			
	Boys - -	-	-	The infants in this workhouse appeared to be well-managed. Two girls act as monitors.
	Girls - -	2	2	
	Infants - -	60	51	

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
1857.	LANCASHIRE—cont.			
March 27	Preston, Penwortham :			
	Boys - - -	-	-	This school is still unsatisfactory. The girls were very dull and inanimate. Religious knowledge imperfect.
	Girls - - -	44	44	
	Infants - - -	-	-	
April 16 -	— Walton :			
	Boys - - -	78	75	The Preston boys in this workhouse passed an examination decidedly creditable to their schoolmaster, who has neither a proper schoolroom, nor any assistance from P. T.
	Girls - - -	-	-	
	Infants - - -	-	-	
March 2 -	Prestwich :			
	Boys - - -	3	3	The children are sent to Swinton. One boy present stated that he had been at school in Edinburgh, and appeared to have been well-taught.
	Girls - - -	1	1	
	Infants - - -	-	-	
	Rochdale :			
	Boys - - -	-	-	Not visited. Some children from this union are sent to Swinton, but not in sufficient numbers.
	Girls - - -	-	-	
	Infants - - -	-	-	
Aug. 11 -	Salford :			
	Boys - - -	73	73	The boys' school is good. The master is very industrious, and has a good method of teaching. The girls were far from equalling them, but likely to improve under their new schoolmistress.
	Girls - - -	49	46	
	Infants - - -	30	28	
	Todmorden - - -	-	-	No workhouse for children.
July 2 -	Ulverstone :			
	Boys - - -	29	29	The children in both schools passed an examination very creditable to their teachers.
	Girls - - -	38	18	
	Infants - - -	-	12	
Aug. 12 -	Warrington :			
	Boys - - -	41	41	Progress of the children very fair in both schools, more especially of the boys.
	Girls - - -	27	28	
	Infants - - -	13	11	
April 14 -	West Derby :			
	Boys - - -	123	108	There are three schools in this workhouse, all well conducted, although the girls are less advanced than the boys.
	Girls - - -	80	66	
	Infants - - -	70	41	
Feb. 13, Sept. 21.	Wigan :			
	Boys - - -	-	-	State of the girls but moderate, both in respect of attainments and discipline.
	Girls - - -	42	28	
	Infants - - -	-	6	
Feb. 12 -	— Hindley :			
	Boys - - -	55	55	The boys here passed a fair examination, and were far superior to the girls at Wigan. A new workhouse is in building in this union.
	Girls - - -	-	-	
	Infants - - -	-	-	
	CHESHIRE.			
Nov. 12 -	Altrincham :			
	Boys - - -	36	27	Progress of the children, both boys and girls, very fair, and creditable to the teachers.
	Girls - - -	28	12	
	Infants - - -	-	21	
	Great Boughton - - -	-	-	School not opened in December 1857.
May 27 -	Chester :			
	Boys - - -	32	32	The state of the boys in this workhouse is excellent in every respect, and their good order and discipline remarkable. Of the girls also I am enabled to speak favourably.
	Girls - - -	36	14	
	Infants - - -	7	16	

Date.	Name of School.	In Attendance.		GENERAL OBSERVATIONS.
		In Attendance.	Present.	
1857.	CHESHIRE—cont.			
Oct. 15	Congleton:			
	Boys - -	17	17	The boys passed an unsatisfactory examination. No girl understood the Lord's Prayer, or could spell the words 'head' or 'hand,' or add 3 + 6. The boys dig. The number of children in school is very disproportionate to the population of the union.
	Girls - -	3	3	
	Infants - -	7	7	
Aug. 17	Macclesfield:			
	Boys - -	41	35	Progress of the children creditable in both schools. The boys' school has long been good.
	Girls - -	30	20	
	Infants - -	17	14	
Aug. 21, Oct. 16.	Nantwich:			
	Boys - -	24	24	I found the children doing well in both schools. The boys showed an unusual degree of intelligence and information. They are employed in field-work.
	Girls - -	11	11	
	Infants - -	9	7	
Nov. 13	Northwich:			
	Boys - -	32	30	The children are instructed by a schoolmaster and schoolmistress in one room. I found their scriptural knowledge, spelling, and penmanship, fair, arithmetic moderate.
	Girls - -	33	33	
	Infants - -	-	-	
	Runcorn - -	-	-	Workhouse not finished in 1857.
Feb. 19	Stockport:			
	Boys - -	48	45	The boys passed a fair examination, but the girls were in a low state, and do not. I apprehend remain at school long enough. The number of children at school is small in proportion to the population.
	Girls - -	29	23	
	Infants - -	13	16	
Feb. 26	Wirral:			
	Boys - -	24	23	The children in school seemed to be making fair progress, but the boys were deficient in arithmetic. They are employed in field-work.
	Girls - -	27	27	
	Infants - -	11	11	
	DERBYSHIRE.			
Aug. 18	Ashbourne:			
	Boys - -	10	10	The children passed a fair examination, but appeared to be younger than usual. The short time allowed for education is the great obstacle to it in many unions.
	Girls - -	10	10	
	Infants - -	9	9	
Sept. 10	Bakewell:			
	Boys - -	32	20	The children in both schools were orderly and well-behaved. State of the boys fair. The girls were less advanced.
	Girls - -	23	17	
	Infants - -	-	14	
Sept. 11	Belper:			
	Boys - -	43	43	The boys' school here is not so good as it was; but I found the state of the boys still fair at my last visit, and superior to that of the girls.
	Girls - -	19	19	
	Infants - -	26	25	
Sept. 9	Chapel-on-le-Frith:			
	Boys - -	-	-	The children go out to school. A girl could read and write, and appeared to be well taught.
	Girls - -	1	1	
	Infants - -	2	2	
Sept. 14	Chesterfield:			
	Boys - -	20	25	The children appeared to be too much in the habit of collective answering. A fair proportion could read and write, but they were not generally advanced.
	Girls - -	22	19	
	Infants - -	-	5	

Date.	Name of School.	In Attendance.		GENERAL OBSERVATIONS.
		In	Present.	
1857.	DERBYSHIRE— cont.			
Aug. 20	Derby:			
	Boys - -	29	27	The boys passed a fair examination; the girls were less advanced, and shewed less intelligence.
	Girls - -	19	19	
	Infants - -	9	8	
May 11	Glossop:			
	Boys - -	6	2	The children were under the charge of a pauper. Two only of those present could read; none could work a sum of any kind. Some children from this union go to Swinton.
	Girls - -	5	2	
	Infants - -	-	5	
Sept. 9	Hayfield:			
	Boys - -	7	7	The religious knowledge of the children, who go out to school, was imperfect, and their arithmetic a failure.
	Girls - -	3	6	
	Infants - -	-	-	
Aug. 19	Shardlow:			
	Boys - -	24	24	The boys passed a fair examination. Progress of the girls moderate; they were not equal to the boys.
	Girls - -	12	12	
	Infants - -	9	8	

RAGGED SCHOOLS.

1857.				
Nov. 4	Newcastle-upon-Tyne:			
	Boys - -	108	93	A large majority of the children present could not read, those who could passed a fair examination. Premises and industrial training good.
	Girls - -	102	77	
	Infants - -	-	-	
Sept. 7	Bolton:			
	Boys - -	31	30	The children were not advanced; more attention to elementary instruction in reading, writing, spelling, and arithmetic is requisite. The boys are employed in tailoring, clogmaking, and printing bags. The girls sew, knit, and wash.
	Girls - -	10	10	
	Infants - -	-	-	
Dec. 3	Bury:			
	Boys - -	20	19	The premises here are very bad, and the children very ignorant. The boys make mats and sort bristles. The girls sew and knit.
	Girls - -	12	10	
	Infants - -	-	-	
Nov. 30	Liverpool: Soho Street:			
	Boys - -	81	74	The children passed a tolerable examination. The chief deficiency was in spelling and arithmetic. The boys make clogs, shoes, and their own clothes, print bags, and pick senna. The girls sew, cut out work, wash, and make sample bags.
	Girls - -	66	64	
	Infants - -	-	-	
Dec. 16	Toxteth Park:			
	Boys - -	-	-	This is a very well managed ragged school for girls. Their good order, intelligence, and attainments were very creditable to their teacher. The girls sew, knit, cut out work, wash and iron, and are stated generally to conduct themselves well when they leave the school.
	Girls - -	46	46	
	Infants - -	-	-	

Date.	Name of School.	In Attendance.		Present.	GENERAL OBSERVATIONS.
Sept. 8 -	Manchester, St. John's:				State of school tolerable, but a large majority, including all the girls, could not read. The girls sew and knit. Boys' work, tailoring, clogging, sorting bristles, making mats of cocoa-nut fibre.
	Boys - -	26	91		
	Girls - -	21	19		
	Infants - -	-	-		
Mar. 20 -	Rochdale:				The children here were in a very low state, not one present could read without spelling, or work a sum in simple addition. The Lord's prayer was repeated but not understood. The boys make bags. The girls sew and knit.
	Boys - -	25	23		
	Girls - -	11	8		
	Infants - -	-	-		
June 19 -	Salford:				The master appeared to have a good method of teaching, but most of the children could not read. General progress moderate. The boys make canvas bags, sort bristles, and tease hair. None sleep on the premises.
	Boys - -	58	51		
	Girls - -	18	17		
	Infants - -	-	-		
Feb. 25 -	Chester:				State of the school moderate. About a fourth of the children present read the Testament tolerably. Schoolroom good. The boys are employed in tailoring and gardenwork. The girls sew, knit, cut out work, and wash.
	Boys - -	54	46		
	Girls - -	28	21		
	Infants - -	-	-		
Feb. 20 -	Stockport:				Religious knowledge of the children fair. State of the school in other respects moderate. The majority could not read. The children are to learn printing and tailoring.
	Boys - -	21	21		
	Girls - -	8	7		
	Infants - -	-	-		

REFORMATORIES.

June 5 -	Newcastle-upon-Tyne:				Character of instruction very fair. Religious knowledge of the boys tolerable. Arithmetic and spelling moderate. A new reformatory will shortly be completed. The boys dig, tease rope, make clogs and bags, and do joiners' work.
	Boys - -	58	55		
June 24 -	Stanwix, Carlisle:				Premises and arrangements very good. The boys passed a very fair examination under the circumstances, but had not made much progress in arithmetic. They are employed in field-work.
	Boys - -	28	28		
Nov. 10 -	Calder Farm:				This establishment appears to me to be very well managed. The boys passed a fair examination, and were very orderly. They are employed in field-work.
	Boys - -	37	35		
Nov. 9 -	Castle Howard:				State of the school fair. Premises good. The industrial training consists in field-work, tailoring, shoemaking, and basketmaking.
	Boys - -	38	38		
Feb. 16 -	Wakefield:				This reformatory was hardly organized at the date of my visit. The few girls present looked downcast, were very ignorant, and did not understand what they read.
	Girls - -	4	4		

Date.	Name of School.	In Attendance.	Present.	GENERAL OBSERVATIONS.
Oct. 8	LIVERPOOL. Akbar Frigate: Boys -	119	113	The boys on board the Akbar are trained to be sailors. They appear to be very judiciously managed, and the prospects of their ultimate reformation are very encouraging. They passed a fair examination in school.
Feb. 11	Edge Hill: Boys -	10	10	These boys, as I understand, are trusted to an unusual extent with signal success. Four boys, lodgers, had gone out to work as shoemakers. School instruction tolerable.
Dec. 31	Mount Vernon Green: Girls -	20	19	Premises good. The girls sew, knit, wash, make their own clothes, and are to take in washing, and dressmaking. They were not advanced in school work, and did not know much, but they appeared to be generally well managed.
Oct. 6	Toxteth Park: Girls -	18	18	Considerable improvements are intended to be made in the premises. The girls passed a better examination than at my previous visit. Industrial training good.
May 26	MANCHESTER. Mayes Street: Boys -	15	13	Instruction very fair. Progress of boys tolerable. Industrial work, shoemaking, aleboard making, cooking, cleaning, and mending clothes. It was stated that a new reformatory would shortly be opened at Blakeley, Rochdale Road.
Oct. 14	CHESHIRE. Bradwall: Boys -	48	36	Character of instruction and state of school fair. The boys appear to be very judiciously managed. They are regularly employed in field-work.

GENERAL REPORT for the Year 1857, by Her Majesty's Inspector of Schools, JELINGER C. SYMONS, Esq., Barrister-at-Law, on the PAROCHIAL UNION SCHOOLS inspected by him in the MID-WESTERN DISTRICT, and in WALES; and on the RAGGED SCHOOLS and REFORMATORIES inspected in the same District.

MY LORDS,

Gloucester, March 1857.

DURING the past year I have inspected all the workhouse schools in my district once, and many of those which required special attention twice or thrice.

I question whether any class of schools requires more constant or painstaking inspection. This arises from—

Firstly. The peculiar character of the schools and their management.

Secondly. The frequent changes of teachers.

Unlike National or British Schools, under the continuous, careful, and zealous oversight of religious bodies, workhouse children excite little solicitude. Their education is left almost wholly to the teacher, who seeks guidance mainly from the inspector. In many unions there is no chaplain. Often when there is, he exerts small influence. Thus, much in the way of school management devolves on the inspector, added to which is the examination of the school-teacher in order to the awarding of a grant for his salary, and the natural tendency this has to make the teacher seek counsel from the inspector.

I endeavour to interest the boards of guardians as much as possible in the schools. They, however, seldom take so active a part in the management as I should wish.

The industrial work also, where it is carried on by the children, gives other functions to the inspector, extending even to a judgment of horticulture, handicrafts, and household work. These must be estimated in deciding on the recommendations of grants now made to work-teachers, apart from school-teachers.

The frequent change of teachers renders it often necessary to repeat the same work in the same year of initiating the new master or mistress into their duties. I find it frequently extremely difficult to do this with those who have been long used to the other systems of teaching. I regard such other systems as peculiarly unfit for training pauper children into independent laborers. The first thing is to convince them that it cannot be done by the common routine of school

studies. I find it often put into their heads that it can, even by those who ought to know better: and it is usual to find them beginning by cramming children with all the details of the history of Pharaoh and Moses who know next to nothing of Christianity, its saving doctrines, or living rules of life. They either do not explain at all, fancying that a child gets a comprehension of what it reads by intuition; or if they do explain, use such language as poor children neither use nor understand. These new teachers frequently begin geography precisely as they would with young gentlemen whom they expected to have five years' time to teach. I found a first class not long since utterly ignorant of the market towns and all the manufactures in their own county. "Oh! but," said the teacher, "we have not got through Asia Minor yet, sir; just let me ask them a little about the Euphrates." I noted down these words used by a teacher who had just been complaining how ignorant he found the children, "frustrate," "adjacent," "hostile," "mediatorial," "perceive," "fertile," "dissuade." I need not say that the children, on my insisting on the investigation, had not the remotest idea what these words or any one of them meant. The category I endeavour to get teachers to follow is this:—

1. **READING.**—Make the children read distinctly in the second Irish book, pronounce the words as you do: and afterwards repeat the sentences over and over more and more quickly after you, till they can do so without drawing. Then increase the difficulty of the lessons by degrees.

2. **MEANING.**—Never let a lesson be read without satisfying yourself that the children understand the exact meaning of each word; explain the meaning by familiar illustrations, *e. g.*, covet means improperly setting your heart on what you can't honestly have. Thus you might covet my watch, but you could not covet your dinner, because you have a right to wish for it, thus covet is very different from wishing; one is a sin, the other is not, one breaks the tenth commandment, the other does not. Which breaks it? Which does not?

3. **RELIGIOUS KNOWLEDGE.**—Begin with what the Poor Law orders you to teach,—the principles of Christianity. Teach the Old Testament after the New; begin with our blessed Lord's birth, life, and death. That embraces all doctrine and all practice essential to salvation. Enforce and explain these great truths, examples, and precepts over and over again in the simplest possible language. Do this till you can get ready and correct answers to such questions as these:—Why did our Lord come on earth? What were his two natures? Why did he die? What has his death done for us? Whose pardon did it obtain? What must we do to get the benefit of his

death? What must we pray for to help us to do God's will? How did Christ's life help us to do it? What examples did he set us of brotherly love, forgiveness of injuries, constant industry and usefulness, obedience to parents and to those in authority over us, &c.? I require that the teaching of the same great duties be traced, wherever possible, in the commandments, parables, and catechism, and especially that each petition in the Lord's prayer be understood and similarly treated. The child should be taught also the meaning and practical import of each precept and parable, so as to make religion bear on daily life. The history of Christ's life and of the Apostles should follow, and then an outline of Old Testament history. The common practice is to begin with it; and long before three-fourths of the children master it they leave the school, knowing next to nothing of Christianity; the only part of religion which the Poor Law Order mentions, and surely it is the all important part.

4. ARITHMETIC.—I have less trouble than I had to get this tolerably well taught. I have reduced the number who used to get a little superficial division and multiplication, with a chance smattering of proportion and fractions, and have largely increased the number of those who can numerate, cast money correctly, and find out the value of a pound and half of soap at $\frac{3}{4}d.$ an ounce, or the change out of half-a-crown after spending 1s. $7\frac{1}{2}d.$ &c., &c.

5. GEOGRAPHY.—We are curbing flights into distant lands and getting much more knowledge of the industrial and physical features of our own. I was very much pleased at the Cirencester workhouse to find some maps of England nicely drawn by several boys, while the assistant master had executed a capital map of Gloucestershire for them, with all the towns, chief villages, and rivers marked.

6. GRAMMAR.—There is nothing said about this in the Poor Law Order, and unless children can be perfectly instructed in the other branches first, I discountenance it. Some teachers, as at Brecon, Holywell, S. E., Salop, Cheltenham, and one or two others, have managed to get up to this point, and teach grammar to their most forward scholars with my approval: but these are exceptional cases, and so they always must be where there is so much which it is more important to teach, and so little time to teach it in.

7. HISTORY.—I discourage this for the same reason as grammar, but there are schools in which English history is, I think, profitably read without undue hindrance to more pressing studies.

8. INDUSTRIAL KNOWLEDGE.—This is quite distinct from industrial training, and can be taught in every school, whether

there is the means of giving actual labor or not. Many admirable school books are now published expressly to teach this kind of knowledge; I have introduced, for example, the Village Lesson Book by Mr. Doyle, and Domestic Economy (Gleig's series) into several schools, and the practical knowledge of the children of out and in door industry, especially of household service, has been sensibly increased. It was at first somewhat difficult to convince teachers that the routine of crops and the nature of soils, and a great deal of the ordinary work of gardening, and the treatment of animals, could be taught without a farm; and that much of the knowledge how to cook, make beds, churn, &c., could be communicated by books. I need hardly say that no such instruction, however far it may be carried, or completely taught, can ever supersede the practical operation of each kind of work; but much of the school instruction may be thus made usefully preparatory to it, and such reading, supposing it to be only a substitute for the lessons of the Irish or National Societies' books, is at least equally instructive matter.

Industrial training has made, I regret to report, but very little progress. In some cases it has retrograded. This has happened chiefly through the extra work it usually gives to the master or matron. It is not easy to get much actual labor done by the children unless it happens to be required for the establishment. At Stourbridge Union I found the land cropped precisely so as to prevent any more labor being done than was necessary for a single crop of potatoes, and I think some green crop. Whenever the out-door work has been vigorously carried on it has been attended with its usual success in sharpening the intellect and improving the health and strength of the boys. I refer with pleasure to my special report on the Holywell Workhouse School, where I found effective out-door work combined with the highest order of school instruction in any of the workhouses in my district. I may mention the South East Salop District School as a similar instance. I am more and more convinced by each year's experience, extending now over upwards of ten years, that school education is never so effective as when it is combined with systematic out-door labor.

Needlework is fairly done. I have, I think, effectually abolished all fancy work; what is done is useful, homely, and strong. Knitting is commonly fair enough. Washing and ironing are seldom effected; this requires a separate laundry and workwoman. I do not find that the system answers well of having separate industrial teachers. They usually merge into servants of the workhouse instead of instructors of the children. There are, however, exceptions, and in some cases

they work well in training the children in a real apprenticeship to work.

I feel reluctant to urge the local boards to incur much expense in fitting washing-houses, &c., as I cannot but hope either that District Schools may be established, or as is now more feasible, that Industrial Schools should be started under the provisions of 20 & 21 Vict. c. 48., commonly called 'Mr. Adderley's Act,' to which I beg leave to call your Lordships' attention. This Act provides, first, that the Lord President or Vice-President may certify any industrial school which may be established (not specifying by whom) "in which children are fed as well as taught." Such schools are then enabled to receive not only all children convicted of vagrancy,* under any general or local Act, and sent there by two justices of the peace; but also ANY PAUPER CHILD for whose maintenance and education the guardians of any union may, with the consent of the Poor Law Board, contract with the managers of the industrial school, according to sect. 23.

If this were all, the Act would probably be acted upon only in a few isolated cases. The Minute of the Committee of Council, dated December 31, 1857, has, however, afforded facilities for carrying it into effect which invite its general adoption; and I cannot but think that were the provisions of the Act, and the Minute, which have a direct bearing on each other, more fully known, efforts would be successfully made in many counties to profit by them.

The Minute offers to all industrial schools established under the Act:—

- " (a.) One half of the rent of the premises in which industrial instruction is carried on;
- (b.) One third of the cost of tools and of raw material for labour;
- (c.) Five shillings per annum per industrial scholar according to the average number under industrial instruction throughout the year preceding the date of inspection;
- (d.) The ordinary rate for the purchase of books, maps, and apparatus;
- (e.) The ordinary rate in augmentation of any certificated teacher's salary.
- (f.) Teachers in workhouse schools, who are rated in the first division of competency, and who, during the last three preceding years, shall have served continuously in such schools with rating not below competency, may take rank without further examination in Ragged or in certified Industrial Schools as certificated teachers, and may in those schools, but in none other, receive such augmentation as their salaries justify, on the usual conditions, up to 20*l*.
- (g.) Teachers who are at this date employed in Ragged or Industrial Schools, may obtain the like privilege by passing an examination

* This is a most comprehensive term, and has a very elastic grasp. Few of the ragged school genus need be exempted from it.

equal to the rating of competency in workhouse schools, provided that the inspector has reported favourably of their schools during each of three consecutive years.

7. In addition to the foregoing forms of aid, there may be granted for Industrial Schools under the Act,—

(a.) The sum of 5*l.* for every child received during the year preceding the date of inspection into the establishment, under an order of the justices for its permanent detention, or who shall have been detained therein under such an order throughout the whole of the same year;

(b.) The sum of 40*l.*, or, in the case of females, 27*l.*, in respect of every person boarded, lodged, and trained as a teacher therein during the year preceding the date of inspection, on the following conditions:

(1.) That the school contain at least 40 inmates.

(2.) That Her Majesty's Inspector make a favourable report upon the means of training and upon the candidates presented by the managers for admission. The candidates will be examined for admission by the Inspector in reading, in writing from dictation, and in the first four rules of arithmetic, simple and compound. The Inspector will also report upon the apparent fitness of the candidates in respect of age, previous employment, manners, and physical strength, for the duties of a teacher in Reformatory or Industrial Schools. Candidates must have completed their 18th year.

(3.) That the payments may, on the recommendation of Her Majesty's Inspector, be continued for a second year, but that no fractional payment be allowed.

(4.) That teachers so trained may, on taking service in a Ragged or in a certified Industrial School, and after passing before the Inspector, upon the papers given to workhouse school teachers, an examination equal to the rating of competency, receive augmentation pursuant to Section 6 (*f.*), *supra*.

8. That all examinations and inspections made in pursuance of this Minute be, as a general rule, referred to such of Her Majesty's Inspectors as are charged with the inspection of workhouse schools.

9. That Reformatory Schools certified under the Act 17 & 18 Vict. c. 86. be allowed to have the benefit of Section 7 of this Minute, so far as it relates to the reception of candidates for training as teachers; the Inspector of prisons discharging the same functions as are thereby assigned to the Inspector of schools, and making a report to the Secretary of State for transmission to the Committee of Council.

10. That grants for building Ragged Schools be made on the usual terms, so long as they provide for daily instruction only, or for daily instruction in a measure greatly beyond the accommodation for lodging, which latter must not be enough to characterize the buildings as other than those for a daily school.

Grants for building schools intended to be certified under the Industrial Schools Act will also be made, on the usual terms as regards the previous approval of plans, specifications, estimates, title, and conveyance in trust, and at a rate not exceeding half the approved expenditure, nor 30*l.* per bed for which proper space is provided.

Grants will be made for building (instead of an allowance for rent) in those cases only where the permanent provision of premises appears to be thoroughly adequate, and where circumstances in all respects are favourable to the undertaking."

These grants, especially those which relate to the building of Industrial Schools, greatly tend to remove the obstacles which from the first met the efforts of the Poor Law Inspectors to get district schools established, and in most cases frustrated all such attempts.

I rejoice that these grants have been deemed desirable, and are now offered. As far back as the year 1851, I expressed my hope that they would be made for the similar object of district schools.

Section 23. of the Act provides, as I have said, that guardians may send any pauper children, (in-door or out-door), to these industrial schools, and if established, they would exactly meet the wants of that large body of children, belonging neither to the respectable nor yet to the criminal class of the poor, who chiefly fill our workhouses, and are an hereditary burden on poor rates.

It requires no argument to prove, or anything beyond a very moderate amount of common sense to perceive, that to establish good labor schools on this broad basis, embracing two species of children who differ in no material respect, is the right thing to be done. It will take, or at least may be made to take, the young pauper population out of the streets and out of the workhouse, and to give them a good training and a fair start for independence: whilst, under the present system, the street nurses its denizens for crime, while the workhouse inures them to pauperism. So much has been already said and written by my colleagues and myself on this subject during the last ten years, that it would be an impertinence to go over the same ground again. Year after year the same evil system has been allowed to continue, maintaining the brood who feed the moral diseases of our populace, and prey, like a canker, on the industry and property of the rest of the community.

I am aware that the care and Christian zeal which animate the officers in some of the more favoured unions, has in great measure modified or prevented the evil influences of workhouse life, and prepared the child faithfully and effectually for independent labor. Nevertheless, in nine cases out of ten, he leaves the workhouse with a knowledge of its comforts, and its freedom from the hardships of habitual toil and occasional privation, which effectually weakens his power of making head against future adversity; and sends him into the battle of life enfeebled for the fight, and encouraged to abandon it, by his past experience of the easy refuge he has left, and which, *unlike the school*, remains ever open to his return.

It is obviously impossible that mere education can counter-balance these evils. If all were well educated, and the posts in life requiring education were numerous enough to employ all workhouse children, the matter would be otherwise; but as it is, and since these children must mainly live by the labor of their hands, and can only live thus or at other people's expense, something more is requisite for their independence than mental attainments. This appears to me to be first, an exemption from workhouse experiences, and secondly, a *training* in industry.

I will now with your Lordships' permission report briefly on each workhouse school in my extensive district at my last visit during the year just ended at Lady Day, referring for the statistics of scholars, teacher's name, and certificate, to the tabular statement A. in the Appendix.

GLOUCESTERSHIRE UNIONS.

Cheltenham. There are two mixed schools here, (as at the south-east Salop district school), senior and junior. The Board have most liberally supplied ample means of industrial training. There are besides the schoolmaster and schoolmistress a gardener and workmistress, each salaried, with the aid of grants; the boys working 8 acres of land, and the girls doing all the laundry work in buildings for the purpose. Shoemaking and tailoring are also taught. The late schoolmaster, Mr. Easton, who has emigrated, had raised the boys' instruction to a degree of great efficiency. The intellectual standard will now probably be less, but the moral one is higher. The junior school is not quite so well instructed as I could wish, and the industrial training of the girls is capable of improvement. Industrial knowledge fairly taught; and the boys are, I think, obtaining a great deal of useful aptitude for labor. The children here seem to me to belong to a class much superior in the attributes of race to the ordinary pauper, and are fitted to fill higher posts of service.

Chipping Sodbury. A small mixed school. Instruction moderate. The industrial training of the boys very deficient, and industrial knowledge neglected. Certificate lowered.

Cirencester. The boys' school has been more thoroughly and steadily improved in this union than any other in my district, although I had, on first inspecting the school, to lower the certificate previously given, and although the schoolmaster had been and continued to be encouraged to think his system and school quite satisfactory: nevertheless he set to work in the best possible spirit to improve both, and has succeeded admirably. Much praise is due also to the able

assistant master. The girls' school continues good, and the industrial training is fair for the boys and girls.

Dursley. Both schools unsatisfactory. Boys fairly instructed in common gardening.

Gloucester. There is now a diligent schoolmaster here, who has considerable teaching power, and is improving the boys' school greatly, but they are still without any ground, or other means of bodily labor. The girls' school was moderately well instructed, the industrial work deficient. There is a very young schoolmistress recently appointed.

Newent. This mixed school continues to be very fairly instructed by its painstaking mistress. The boys work in the garden. The girls are well trained in household work, &c.

Northleach. A new schoolmaster is recently appointed who promises well, and in most respects the children passed a good examination. The industrial knowledge and training of the girls requires improvement. The boys scarcely work enough.

Stow-on-Wold. The children continue to be well instructed in this mixed school. There is, however, great deficiency of systematic industrial labor. The workmaster has been dismissed, and the work is entrusted to the governor who cannot consistently with his other duties give the instruction or attention requisite. The schoolmistress has just resigned.

Stroud. The change of new teachers in the boys' school has been nearly incessant for the last ten years. The children have suffered accordingly, and I do not think the instruction now by any means so satisfactory as it was. The girls' school is fairly instructed, and the industrial training of the girls good, that of the boys fair. Industrial knowledge is insufficiently taught to the latter.

Tetbury. I have not examined the three or four children this year who attend the national school.

Tewkesbury. The children still attend the infant school, a very objectionable system. The last time I examined them, they knew but little. A good schoolmistress should be appointed here.

Thornbury. The instruction was moderately good at my last visit, but the teacher now at Hereford is going there, who will, I expect, improve both the schooling and working.

Westbury. An indifferent mixed school, with little or no bodily labor. Improved at last visit.

Whitminster. Three or four young children indifferently taught, and scarcely of an age to work.

Winchcombe. A mixed school very fairly taught, and the industrial training attended to. Improved at last visit.

HEREFORDSHIRE

Bromyard. A poor little ill taught mixed school. [This and several neighbouring unions would do well to join in a district school.]

Dore. This mixed school was well instructed by the late schoolmistress, but she has left it since my visit. The few boys are employed in gardening occasionally.

Hereford. The boys' school has been very much improved by the present schoolmaster who has just resigned, and has been elected on my recommendation at Thornbury. The industrial training and instruction in the ground is deteriorated and unsatisfactory. The schoolmistress continues to do her best, and the girls are usefully trained apart from the paupers.

Kington. A mixed school well instructed. The industrial training of the girls good, that of the boys defective. Ventilation in the sleeping-rooms was much needed.

Ledbury. The new schoolmaster here possesses great power over the boys, and though he could not teach in my presence from a peculiar degree of nervousness, I was satisfied that he was doing his work right well. The girls are less well instructed, but are, I think, improving. More industrial training is needed.

Leominster. A mixed school under a teacher appointed at Christmas 1856. The school has retrograded. The instruction requires to be more practical, with greater care of the junior classes. The industrial training of the boys has always been defective.

Ross. This school is in a very unsatisfactory state, little else but reading and writing taught, with a very little cyphering, and only to a few children.

Weobley. I have not revisited this school this year; nor is it of any use to do so until a proper teacher is appointed.

MONMOUTHSHIRE.

Abergavenny. This mixed school continues to be very well taught. Religious knowledge, penmanship, and slate arithmetic are exceedingly good; nevertheless 12 boys and 9 girls are out-door paupers. Industrial training improved.

Bedwelty. The instruction here is unsuited to pauper children. The religious knowledge and mental arithmetic are inferior; nor was any industrial knowledge adequately taught. A good schoolmaster would be of service.

Chepstow. This is rather a large mixed school, with no less than 25 children above 9 years old. Religious knowledge, arithmetic, and spelling may be improved; in other respects

the school is very creditably instructed by a single school-mistress; who is nevertheless overtaxed, and the only school-room is the board room, which is often overcrowded by the number of children.

Monmouth. This school is greatly improved by the new teacher. I am happy to add that ground has been taken for the boys to work in, and that they were well trained under a skilful gardener. This plan of a good schoolmistress and an out-door workmaster generally answers best.

Newport. Neither of these schools have been ever in a satisfactory state. Two permission certificates indicate correctly the meagreness and unsuitable character of the instruction in both schools. Labor training very deficient.

Pontypool. The teacher of this mixed school was suffering in health, and the school had suffered accordingly. The boys are made to work in the ground, and the girls' needlework is fair. Spelling and arithmetic are the weakest points in the instruction.

SHEREPSHIRE

Atcham. The instruction in this large mixed school scarcely maintains its former highly satisfactory character. The best points are reading and spelling, and the industrial work, which is excellent, both for boys and girls. The other school work is fair only. There is now a work-mistress, which will much improve the efficiency of the school staff. In this work-house school every addition and improvement I have suggested has at length been effected; and I do not know how children could be better trained for labour life short of removing them altogether from a workhouse. The board act on the wise principle of endeavouring rather to fit pauper children to earn their independence than to get them off their hands. Thus, I find that the large proportion of 34 out of 64 children were above 9 years of age. I shall presently have to contrast this with the system often adopted in South Wales.

Church Stretton. This little mixed school is very insufficiently instructed. There has been a falling off, and no adequate pains are taken to make what little is taught practically useful.

Cleobury Mortimer. A poor little school kept for the few children who do not go to South East Salop District School.

Clun. The instruction here has generally been very satisfactory of late years, but it was less so at my last visit than usual. The industrial training is moderate.

Ellesmere. Both schools were improved at my last visit, the boys' especially. The ground is well cultivated by them, and the girls are fairly kept to useful work.

Ludlow. This mixed school is conducted as it has been for years past, most satisfactorily. Such small defects as I have from time to time pointed out are corrected by the zeal and good sense of the schoolmistress. The girls are fairly instructed, apart from the women, in laundry work and cooking, as well as in needle and other plain domestic work.

The great defect has always been the want of systematic out-door labor for the boys. I am happy to report that a workmaster has been appointed to remedy this evil; and I trust and believe that the union will soon experience the advantages of the change.

Oswestry. This is a mixed school. It was very badly instructed, but the present schoolmistress, who came from the *Whitchurch* workhouse, has improved it. I anticipate, however, considerable progress before my next visit. The spelling and mental arithmetic were very defective. The industrial training was good.

Shifnall. This small mixed school is dis-improved. There were only 9 children at my visit; this frequently induces remissness.

Shrewsbury. The teaching here is fair; reading and penmanship above the average. Industrial training is fairly attended to, but the industrial knowledge of the girls might be improved.

South East Salop District School. These schools are both mixed, and consist of an upper and lower school. I visit these schools under the power given by the statute; but I do so less frequently than I should do otherwise, owing to the extremely satisfactory manner in which they continue to be conducted. At the same time I regularly examine the children once a year with the same care that I bestow on other schools, and am enabled to report with certainty on thoroughly efficient instruction given in the upper school, and the perfectly practical character of the knowledge imparted. In scriptural knowledge, arithmetic, and even in elementary science, the higher classes are very proficient. The lower school aims at fewer subjects, but these are taught by Miss Garland (now Mrs. Roach) to my satisfaction; and I observe a manifest improvement from year to year. The children in this school are chiefly very small. In the upper school of 52, 28 were above 9 years old. The chief feature of the school continues to be its admirable industrial training in all kinds of spade husbandry, dairy work, washing, baking, &c.

I am glad to be able to report that the new hospital, of which I have previously reported the necessity, is erected.

The unions of Stourbridge and Newport have been permitted to send children to this school ; the total number having fallen off sufficiently to admit them.

Wellington. The school is at Waters Upton, and is a farm school detached wholly from the Union. The governor is schoolmaster and bailiff, and I believe that he follows the wishes of the guardians by giving very little instruction. The industrial work, for which my Lords allow an annual payment, is well done.

Wem. In this small workhouse, containing about 70 inmates, the master has been appointed schoolmaster, and though I am aware that this junction of offices is not thought expedient, in this case, owing to the teaching capacity and zeal of the master, the instruction was good and much improved. Industrial training fair.

Whitchurch. A mixed school very moderately instructed. Industrial training apparently deficient. The teacher had been there about ten months.

WORCESTERSHIRE

Bromsgrove. This small mixed school is not so well taught as it was, owing probably to circumstances which had caused an investigation into the conduct of the schoolmistress. But little industrial training. It is a great pity that the whole of the Worcestershire schools; which are generally below par, do not unite and form two district schools; one in each division of the county.

Droitwich. A mixed school. The schoolmistress has conducted it, notwithstanding peculiar difficulties, to my perfect satisfaction ; and it has greatly improved under her management.

Dudley. At my last visit the children were still sent to the national school. A few of the elder ones answered easy questions in Scripture tolerably well, and had obtained a little elementary instruction in ciphering, writing, and reading. The others could do next to nothing. I have no doubt that the schoolmaster gives them a fair share of his attention, but the system of teaching essential for pauper children, and the purely practical knowledge they require, are so different from the ordinary scholastic teaching in National schools, that it is quite futile to expect that any justice can be done to pauper children in them. I am glad, however, to report that the school will shortly be open in the new workhouse of this union.

Evesham. As the board of guardians in this union continue to prefer paying their school teachers themselves, I have not thought it necessary to inspect the school this year.

Kidderminster. The boys' school is less well instructed than it was last year, and I have been under the necessity of recommending a reduction in the certificate. The school changes the children rapidly, but, notwithstanding, much more might have been easily taught. The ground is admirably cultivated, and reflects the highest credit on the teacher, who works with the boys. The girls' school has long been unsatisfactory, but the schoolmistress could not be expected to instruct 55 girls, of whom 18 are infants and 20 above 9, in a schoolroom scarcely large enough to hold one half the number. A new schoolmistress is just appointed whom I have not yet seen.

King's Norton. This is a mixed school. Very indifferent teaching had been given for some time past. An intelligent and promising teacher had, however, been appointed and in office three weeks before my visit, with a certificate of competency third division, obtained in Mr. Bowyer's district at another union. The industrial training was defective.

Martley. The instruction in this mixed school is now become so bad, and the discipline so severe and ineffectual, that the grant has been suspended. A change is contemplated. The means of industrial training are very good.

Pershore. The same mistaken system prevails of sending the children the whole way through the town to the National school, with the invariably bad results.

Stourbridge. The schoolmaster has just left, having brought the instruction to a very satisfactory standard. The girls have been always very ill taught. The schoolmaster said the boys have been doing no work in the ground since my previous visit, except occasionally weeding, &c., but no digging. This results from the ground being so cropped with potatoes, &c. as to give no occasion for any work at all, except now and then. The last time I saw these 23 boys they were idling about in the paths of 6 acres of ground, in which there was no work to be done. Thus difficult is it to get any adequate juvenile labor effectually done in a workhouse, where the officers generally regard it as a troublesome and extraneous addition to their legitimate functions, and no proper part of them.

Some of the children are to be sent hence to the South-east Salop District School at Quatt, and I trust an efficient teacher will be appointed for the rest of them.

Tenbury. Three or four little children out of this small workhouse attend the national school.

Upton on Severn. The schoolmistress is too ill to continue her work, and all the children who are of a fit age go to the national school, where three or four appear to keep up

what they had learned; the rest are backward. The industrial training is as well maintained as can reasonably be expected without teacher or trainer.

Worcester. The boys' school is on the whole fairly instructed. The first class is advancing very satisfactorily. The new schoolmaster is a man of much ability, but has been here only since September, and when he has become accustomed to the practical teaching I require, he will, I hope, succeed well.

The girls' school is fairly instructed. The industrial work of boys and girls is improved.

WALES.

BRECKNOCKSHIRE.

Brecknock. This school maintains its admirable efficiency. I have had to recommend the cessation of any further grant to the pupil teacher. Chairman, chaplain, and schoolmaster concur in assuring me that they deem the unavoidable contaminations of a workhouse injurious to a pupil teacher, and recommend that D. Jones be provided with some employment out of the workhouse. The teaching is excellent, although children of out-door paupers attend the school; the industrial training of boys and girls good.

Crickhowell. This school is very slightly improved. The discipline and method are defective, and the teaching faulty and wanting in practical usefulness. Industrial training deficient.

Hay. I have not re-visited the union this year. The children still go to the national school.

CARDIGANSHIRE.

Aberystwyth. The few children here having been much neglected by the last schoolmistress, are now imperfectly instructed in the national school.

Cardigan. The same ancient schoolmaster remains here, and so long as he continues there will neither be discipline nor instruction.*

CARMARTHENSHIRE.

Cardmarthen. The improvement in this school is a capital proof of what may be done by diligence and zeal. The instruction of the children is plain, sensible, and useful, and the girls have obtained a great deal of useful industrial knowledge.

*Another is since appointed.

Llandilo Fawr. Nothing could be more wretched than this school, if it can be so called. As far as I could learn, there was no teaching attempted in it. The schoolmistress had not taken the children out to walk even for six weeks previous to my visit.

Llandover-y. The children go to the national school.

Llanelly. The few children here of an age to learn any thing are very nicely instructed, and the girls are trained in useful industrial knowledge by a very competent teacher whose certificate would be increased if she would be re-examined.

Newcastle in Emlyn. No school.

CARNARVONSHIRE

Bangor. The school was moderately instructed, but somewhat improved. A new master has been since appointed.

Carnarvon. There has been some improvement in the school here, but the master can do much better if he chooses, having considerable ability. The school-room is improved.

Pwllheli. The children go to the national school.

DENBIGHSHIRE

Llanrwst. I found but four children here, one of whom was an idiot, and the rest very young, and these knew scarcely anything.

Ruthin. The school here has been very much improved. The master has observed all the suggestions that I gave him. The children have been much improved in intelligence, religious knowledge, penmanship, and arithmetic. A great deal of work is well done by the children here.

Wrexham. The boys' school here is particularly bad. I have seldom met with less method; none of the younger classes could even read. The schoolmaster has since left. The industrial training is fair. The girls' school is a good deal better in point of discipline, but the teaching is still defective, especially as regards industrial knowledge and mental arithmetic. The religious instruction is also imperfect.

FLINTSHIRE

Hawarden. This being a new workhouse, the school has been recently opened; the school room is very nicely fitted up, and though small, large enough for the house. It is a small mixed school, and the instruction moderate in all respects. The teacher previously certificated in Mr. Browne's district

had been at Hawarden only six weeks. I think she will improve, and is anxious to do so.

Holywell. The instruction as well as industrial training are so far exemplary in this school, that I made the following special report on it, which has been printed and circulated:—

"This school contains 61 boys, of whom 36 are above 9 years old; 19 between 9 and 6; and 7 boys under 6 years of age. It is taught by a single schoolmaster, Mr. Roberts, without any assistant or pupil-teacher; and he also superintends the cultivation, by the boys, of 4 or 5 acres of land, working with them; in which wheat, roots, and all kinds of household vegetables are grown. There are also pigs kept and attended to by the boys. The ground is well cultivated, yielding about 15*l.* an acre net profit. At my visit on the 29th ult., about 20 boys turned to and dug admirably; so that I can avouch that real work is done, and that spade labour and useful gardening are thoroughly taught.

"In the busy out-door working months, the in-door school time does not average much above the minimum of three hours daily, prescribed by the Poor Law.

"The boys are healthy, hearty, and cheerful.

"I examined the school on the same day, and I found the instruction of the first three classes as follows*; the lower classes being fairly instructed in primary learning.

"1. Religious knowledge. The examination was conducted chiefly by the Reverend Mr. Jones, chaplain to the union and vicar of Holywell, and by the Reverend Mr. Davies, his curate. As the latter had offered a prize to the boy best up in the Liturgy, the examination was a very tough one; and so good were the answers that the award was not very easily made. In practical knowledge how to apply the commandments, parables, precepts, and examples of our Lord's life, and also in the doctrinal principles of Christianity, I found both the first and second class thoroughly proficient, answering questions readily which thought alone could enable them to answer; and not collectively, so that the class might repeat the answers of the top boy; but individually, holding out their hands. The lower classes were less proficient, but evinced a fair knowledge of Scripture and of moral duties.

"2. In arithmetic, I set the first class this sum: "Reduce five eighths of a shilling to the decimal of a pound," which was worked correctly and quickly by 10 out of 11 boys. To the second class, of 11 boys, I gave this rule of three sum, "If three horses cost 27*l.* what will 27 horses cost;" a sum which, proving much too easy, was worked correctly by the whole class. The third class took a compound addition sum, testing their power of numeration, and of course written by them from my dictation. It was worked correctly by 13 out of 15. Mental arithmetic is well taught. They added $\frac{1}{2}$ and $\frac{2}{3}$ readily, and all easier questions, such as 2*½* lbs. at 1*½*d. per oz., &c.

"3. Spelling. I then gave this sentence from dictation, to test their spelling and punctuation in all the classes. "Patience is a precious virtue. Were our neighbours guilty of deceiving and cheating us because we knew little of arithmetic?" It was written without a single error in spelling by 23, with one error only by each of 6 others, with two errors by one, and with four errors by another; the rest did not attempt it.

"4. The penmanship of about 40 of the boys is not only as good, but

* In the first class, eight boys have been seven years in the school, one six years, and two between five and six. Their ages vary from 11 to 14.

In the second class two only have been seven years, three five years, and the remainder from 3 to 4*½*. Their ages the same as the first class.

In the third class, consisting of 16 boys, three only have been above four years in school, of whom two have been five years. The remainder have been from 12 months to 3*½* years. Two only are 12 years old, and the rest varying from 8 to 11*½* years old.

better than the usual copper-plate copy heads; for the strokes are thicker, the letters rounder, and the style more manly.

"5. In English and industrial geography it was difficult to find a reasonable question which the two first classes could not answer; and they know a good deal of foreign geography.

6. "Of grammar, the two first classes have acquired a fair knowledge. I misworded a sentence, making some common grammatical errors, and they detected them all, without an exception.

"7. They can explain most things appertaining to their work in the ground, and the common arts of life.

"These children are mostly Welsh; and some of them accustomed to the Welsh as their mother tongue; they are not above the ordinary standard in intellect; and like all pauper children, are of a race more or less diseased, and debilitated in body. I subjoin their ages and stay in school. The master is not a trained man, nor particularly learned; but in addition to the knack of imparting knowledge, he keeps his shoulder to the collar, and does his work; not showily, but steadily. I have seen the same operation going on in this school for eight or nine years. The results are, I think, solid successes. The boys do well when they go out, and are reaping benefits of the most practical and permanent kind; for nothing is taught that will not tell in labor life.

This school thus affords a good practical proof of what a diligent plain schoolmaster may effect, combined with out-door work, when neither mind nor body is neglected or overtasked. I am so often beset, and so many school managers are so often deceived by the plausible excuses of incompetency and idleness on the part of teachers, that I felt it would do good to extend beyond the Holywell board of guardians the knowledge of what is so well and creditably done in their industrial school."

The girls' school is very creditably instructed also, and the teachers' certificate of efficiency has been renewed.

The schoolmaster has resigned since my last visit.

St. Asaph. The boys' school has always been, and still continues to be, very good. The Bishop again examined it with me, and expressed his satisfaction with it. The ground is also well worked by the boys. The girls' school is very indifferently instructed, and the industrial knowledge very scanty and not of a practically useful kind.

GLAMORGANSHIRE.

Bridgend. A poor little mixed school, where little is taught, and still less is understood. The school has retrograded. A useful practical teacher and work-mistress is needed.

Cardiff. The boys' school is very well taught. The industrial training is also somewhat improved, though it is not so efficient as it might be made. The girls are fairly taught, but not quite so well as the boys.

Merthyr. The boys' school here has suffered from change of masters. The teaching, excepting mechanical school studies, is very defective. The teacher has left since my visit. There is not sufficient industrial training.

Neath. I have not re-examined the children this year.

Swansea. The boys' school continues to be well instructed, but not well worked. A very bad system exists here, and in many of the South Wales unions, of sending even young children out to farmers and others, who receive them at very low weekly payments, so as to save the union something in their keep.

Merionethshire. At Bala and Festiniog there are no schools, and at Corwen four or five children go to the national school.

MONTGOMERYSHIRE

Llanfyllin. The religious knowledge, reading, and slate arithmetic of the boys are fair, and the industrial training apparently good. The girls' instruction is inferior, though it is now a mixed school. Altogether the school is less efficient than it was, and the salary has been diminished.

Montgomery. This mixed school is improved. Religious knowledge, reading, spelling, and arithmetic are very fairly taught, but industrial training is deficient both for boys and girls.

Newtown. The boys are well taught in this school in all essential respects, and the girls in none. The industrial training of the boys seems to be suspended; that of the girls is fair.

PEMBROKESHIRE

Haverfordwest. The boys' school is very fairly instructed, and the industrial work (gardening) very good. The girls' school is very indifferent; there is no mind-teaching, nor is industrial knowledge properly imparted.

Narberth. This mixed school is disimproved. The certificate has been diminished. Three boys only work in the ground.

Pembroke. The boys' school is disimproved. Religious knowledge, spelling, mental arithmetic, geography, and industrial knowledge have all been neglected; but there is quite as much work done as the feeding warrants (see remarks (post) on food). The girls' school here is very satisfactorily instructed, and industrial knowledge properly taught. Needlework, &c. is very good.

RADNORSHIRE

Knighton. The teaching here in this mixed school is inadequate to the teachers' certificate. Reading, penmanship, and

slate arithmetic are, however, very commendable. The boys ought to work in the garden, which is done under the superintendence of the master, but not I think sufficiently.

The foregoing remarks on each school will, together with a reference to the Appendix A., give a fair general idea of the character of the instruction in each school and in my district. I think it is gradually improving. But no conversion of a pauper child into a permanently independent laborer can be reckoned on with any certainty whilst the child is in a workhouse, so baneful to industrial energy are the habits and associations of that early home.

I have often mentioned the benefits of industrial employment, and have advocated work in season and out of season. I have occasionally been surprised at the reluctant spirit in which such recommendations have been received. I can understand one reason only for discouraging it, namely, that the children are sometimes insufficiently fed to support work, whilst it increases their appetites. In one case I found that though the quantity of food was ample, it was in quality ill adapted for healthy nutriment, consisting chiefly of oatmeal night and morning, barley bread without butter, but with cheese, &c. No tea or other cooling drink. The ventilation of the bedrooms is often defective. Where the health is thus injured there can be little strength for bodily labor; but what can be said in defence of thus laying the seeds of bodily weakness and chronic ailment with their costly train of future pauperism and dependence!

There is but one means of saving poor-rates, and that is by unpauperising young paupers. Every pound judiciously spent in doing this will save ten pounds hereafter. We cannot be niggardly now and economical hereafter, an experiment often tried but always failing. The rate-books of many a parish are records of hereditary pauperism battenning on industry and property from generation to generation for lack of effort to extinguish it: some penny-wise pound-foolish economy alone preventing its extinction, and perpetuating the far greater expense of maintaining it.

REFORMATORIES AND RAGGED SCHOOLS.

As regards reformatories, I need add little to the elaborate Report I made last year on the whole subject. Juvenile crime has no doubt been greatly diminished where they exist, especially in Gloucestershire; the Hardwicke Reformatory having received the ringleaders and chief promoters of thefts in the large towns. There is no reason to doubt that a fair per-centage of these boys will do well hereafter, but what proportion these will be, time only can show; the probable number is doubtless often exaggerated, but if it were but a third of what sanguine philanthropists anticipate great good would be done by the salvation of that number. As far as I can judge there is an improvement in the discipline and management of these establishments.

The following is an abstract of the reports I have had the honor to make on each of the four reformatories and the refuge under my inspection.

RED LODGE, BRISTOL.

The girls in this certified school number 57; they are all convicts except five or six. The industrial employment is this, two or three girls cook, ten or twelve wash and do all laundry work; the rest do needlework well, and all the house-cleaning, bed-making, &c.

The children could not be said, when I visited the school, to have learned effectually to read, write, and cypher. Their mental intelligence had not been sufficiently exercised, nor was industrial knowledge, or the duties of domestic service, sufficiently imparted. This was owing, however, to the failure of the schoolmistress, previously accustomed only to workhouse schools, and to the incompetency of her successor. The zeal of the manager is, however, unabated, and will, I have no doubt, remedy these defects.

Cottage. At the cottage, in addition to all kind of house work and washing, the girls learn baking and bread-making. I think that more washing and harder work is essentially requisite at the Red Lodge; whereas at the Cottage nothing can be better. There the industrial work and the training, both moral and domestic, are admirable.

The Cottage has been opened since my previous visit. It is a small house, and I consider seven the proper number and eight the maximum never to be exceeded.

Miss Carpenter states in the third report, just published, that owing to the prosperous state of the funds "it has been " thought right to decline, with thanks, any further aid from

“ the Committee of Council on Education, trusting alone to
 “ the additional help of voluntary contributions to place the
 “ institution on a permanent basis.”

KINGSWOOD REFORMATORY.

I inspected this reformatory on the 31st October and 13th November, on the first visit with Miss Carpenter and A. H. Hartland, Esq., (treasurer), on the 2nd with W. Williams and J. B. Stanley, Esqs., members of the committee.

The buildings, out-buildings, and land (10 acres), attached to the house, singularly well adapt it for a farm school reformatory, capable of training nearly double the number of boys (46) now there.

The dormitories are large and—my recommendation of Sir J. Walsham's tube ventilators having been adopted—are well ventilated. High partitions divide each bed from its neighbour. The lower part of the house is admirably fitted for washing, baking, and bathing. The schoolroom, though awkwardly fitted with benches and desks, is ample in size. The land is not fertile, but may easily be made so by straw manure, of which it is sadly in need, and which the addition of cows would profitably yield.

The school instruction of the boys has retrograded. I did not examine on religious knowledge, the Reverend Sidney Turner having recently done so and reported thereon. With the single exception of mental arithmetic, I found their instruction very deficient. This sum, given by dictation, was worked correctly only by three or four boys.

£	s.	d.
259	17	8½
3	0	11½
4,044	2	3

This sentence was grossly mis-spelled by all of the first class except by three or four boys.

“ Our neighbours ate bread and cheese yesterday for their breakfast.”

None of the boys of the second, third, or fourth classes attempted either the sum or the sentence, though all seemed quick and intelligent.

Twelve write fairly in copy books.

They have a partial knowledge of English geography. (Excellent maps are provided.)

They were unable to explain the process of sowing mangel wurzel, though it is grown in the land, they not having helped to sow it. They should, I think, be instructed in spade cultivation in books like the Irish, Lessons on Agriculture, the

Finchley Manual of Gardening, Doyle's Village Lesson Book, &c. They create a taste for the work itself, as well as teach how to do it, and are excellent reading books likewise.

The industrial work greatly excels the school instruction. The arms of the boys do not exhibit, however, the amount of sinew indicative of *sufficient* hard work, but a new gardener is recently appointed named Newton, of whom I have great hopes. He seems to understand the duties and the difficulties of his task. The boys have hitherto worked, as this class of boys always do, fitfully and insufficiently. To overcome their almost indomitable habit of working only on impulses, and generally shirking labor, is the great *cruz* of reformation. I am glad to see much improvement at Kingswood since my last visit in this respect.

I have suggested these additions to the farm labour department—

1. The keeping of cows and taking a field contiguous to the ground; there are also good cowhouses in the out-buildings. I believe, from my experience in workhouses, that this would be infallibly profitable to the establishment alike in cow produce, manure, and boy training. The care of animals has also a strongly humanising and reformatory tendency.

2. The adoption of baking, six boys to be regularly trained to it. The kneading is good bodily work, and the wheat already grown on the land might be ground in a hand-mill by the boys. Lads like to work at something that has a visibly productive result.

3. Washing I think might advisably be abandoned for some more generally useful masculine pursuit.

4. Carpentering, for which there is a bench and room already fitted. The gardener wants the boys to make their own barrows.

I find the conduct books wholly useless as a record of progressive or retrogressive behaviour. I attach great weight to a proper system of marking each boy's daily conduct, for which the books are already provided, making their weekly pay depend on it.

My Lords are already aware how diffident I feel of speedy effective progress in reformation being made in reformatories, beyond the inevitable benefit of withdrawing those children from actual vice and professional crime, and surrounding them with the accompaniments of a new sphere of life, and plying them with at least some measure of mental, moral, and industrial agencies.

The work is infinitely difficult, and relapses are often easily made when the inmates are again exposed to temptation.

I believe the appliances of reformation nowhere adequate to the work.

At the same time, Kingswood is in some respects in advance of other reformatories in my district, and has, I beg to repeat, facilities of improvement and for a perfect system of industrial discipline to which it would be difficult to find an equal.

I understand that a neighbouring clergyman has offered to visit and examine the boys frequently. I trust that this offer may be accepted, provided, as I imagine, that no attempt would be made to interfere with the religious creed of the boys, so far as they have any.

I have also strongly recommended that a hedge be at once planted alongside a public path which passes through the land, so as to shut it and the passers by out from the boys.

It is also desirable that the committee should make every exertion to procure independent livelihood for boys who quit the Reformatory. One who lately left Kingswood has fallen into trouble, and is now recommitted to Hardwicke, owing, as I hear, to having returned to his former associates and Bristol haunts. The miscellaneous character of the committee (numbering gentlemen of very different professions) gives them great facilities for doing this.

I beg to recommend a renewal of the grants.

SIR,

17th November 1857.

I do myself the honour of replying to your letter of November 14th.

The boys rise at 6. I remain in the dormitory whilst they dress and make their beds. After which, I proceed to the lavatory and see they properly wash and prepare for school. During the time the boys are receiving a gallery lesson from the assistant master, I make up a portion of my books, write letters, &c. After school they have breakfast; I make it my duty to be present at every meal. The bell rings for work at 9. I assemble the boys, and after calling over their names and inspecting them as to their cleanliness and tidiness, disperse them in charge of the teachers to their respective employments. During the morning I take the general superintendence of the house and grounds, visiting each division, explaining to them the nature of their work, encouraging them to ask questions, and occasionally entering into familiar conversation. By adopting this plan, it gives me a wonderful insight into the genuine character of these lads. They cast aside that slyness and suspicion generally entertained towards those placed in authority over them, and are once more *children*. At half-past 12 work ceases, boys wash and prepare for dinner at 1. After dinner play till 2, at which hour they disperse to their work. The tailors employed in the grounds in the afternoon. My duties are the same as in the morning, with this exception, that a little more vigilance is required, as the assistant master takes 6 of the elder boys, monitors, for one hour into the school to receive extra instruction. At 3-past 4 work ceases, boys wash and have supper at 5; schooling 6 to 8. The only time that could be set aside during the day for "reading and talking to them, &c.," would be the interval of 30 minutes between supper and school, hitherto that period has been granted them for recreation. I repeatedly avail myself of Sunday afternoon to enter into instructive conversation with them. It is astonishing the amount of knowledge they acquire on

these occasions, far more so than during the dull routine of the school-room.

A portion of the evening I devote to my accounts, letters, &c., the remainder to the school, but it repeatedly happens that on some evenings I am not in school at all. At 8, a chapter is read, hymn sung, prayers. I accompany the boys to their dormitories to see that they go quietly and orderly to bed, the assistant master remaining with them until relieved by the tailor at 9 o'clock, who sleeps in the same room with the elder boys; my duties terminate about $\frac{1}{2}$ to 9.

The question as to "how and by what specific means I bring reforming influence to bear individually on the lads" is rather difficult to answer. I think I may trace it to several causes; viz., never omitting an opportunity of instilling into their minds the vital importance of truthfulness, honesty, and morality, the benefits resulting by an adherence to these principles, and the certainty of incurring God's displeasure by deviating from them.

Securing their confidence and respect by treating *them* with respect, by setting them a good example, and by an uniform system of firmness and kindness combined. These are a few of the simple means by which I have succeeded in introducing a good moral tone into the school. I trust you will pardon me if I have entered too fully into the matter.

It has caused me and the schoolmaster extreme regret to hear that you consider the boys have retrograded in their learning. Permit me to remark that all the lads but two, who gave satisfaction on the occasion of your last inspection, have left the school. Their places have been filled up, that is, I have admitted during the year 19, who could neither read or write, 17 with a very small amount of education, and only two with superior attainments. Under these circumstances I trust you will kindly make every allowance.

In conclusion, permit me to say that I shall feel proud to receive any suggestions from you for the improvement of the school.

I have, &c.

(Signed)

GEORGE HENRY HARTLAND,

Master of Kingswood Reformatory.

To J. C. Symons, Esq.

H. M. Inspector of Schools.

HARDWICKE REFORMATORY.

I inspected this reformatory on the 1st and 8th of April 1857.

The staple industry here is farm and spade husbandry, with road-making and fencing. A few boys are employed in masonry and carpentering, and one or two assist in kitchen and wash-house. It is a good industrial school. I believe that many work right hard. I am sure that it is the constant aim of Mr. Baker and of the master and schoolmaster that they should. I incline, however, to think that a more direct participation of the boys in the profits of their labor would get more work done, though I am far from dissatisfied with the results, which much exceed my original expectations. The reformatory is noted for the criminality of its inmates, and for the superior education they have had the means of attaining. Some were the ringleaders of the Cheltenham thieves; the corrupters of the corrupted; Cheltenham being the seat of a normal school of felons. The master (Mr. Gee) is admirably qualified for the post. The schoolmaster (Mr. Boyd),

who came from the Stroud Union School, is also, as far as fitful health permits, a valuable ally. The mental instruction is most judiciously made secondary to the labor treatment. The first class are, however, fairly proficient, and the rest progressing satisfactorily. It may be useful to detail the school work: reading is taught 4 hours in the week; writing 3 hours; arithmetic 3 hours; scripture history and catechism 6 hours; geography 2 hours; English history 1 hour; political economy and common things 1 hour (*i.e. two half hour lessons*). A great part of the scripture history, all the English history, and part of the geography, is given to the whole school assembled in the evening; for the average ages of the boys being about 14 years, and very few of them coming below 12, it is not very difficult to make these lessons, which consist chiefly of simple narratives and descriptive scenes, easy enough to be understood by the younger boys, and at the same time instructive to the older and more advanced boys. Care, however, is always taken to keep the standard of the lessons rather above than below the general capacities of the school, so that the first class may not be so much retarded in its progress by those below them; and these last, receiving the same course of instruction over again, if they remain long enough in school to attain to the first class, are now catching at that which they will be able to consolidate and grasp more firmly afterwards in a second course.

Besides the instruction given a small library is open to the boys at any time during their leisure.

The only real defect was the want of sufficient house-room. The day dinner-room, together with a dormitory of the same size above it ($39 \times 11\frac{1}{2}$ feet), and a small room adjacent to the latter, formed the whole of the indoor accommodation for the lads. The dormitory was inconveniently small, low, and crowded, 27 lads sleeping in it in hammocks slung close together, and without partitions; 6 more slept in the small room, and 8 in the school and day room below. The school-master sleeps in a small room contiguous to the dormitory and little bedroom, having an eyehole into each. These arrangements were obviously defective. Mr. Baker contemplates an additional building as soon as possible, and is anxious to make every feasible improvement.*

The land is admirably adapted for vigorous labour, and as it is nearly all under the spade would afford ample employment for more than the present number of inmates, though,

* There is now, since my visit, a new dormitory and large schoolroom erected, which must be a great improvement.

until the house-room be increased and improved, I should desire to see the number rather fewer than larger.

I regard this reformatory on many accounts as having had a very beneficial effect on the efforts and plans of other institutions; especially by exhibiting in due prominence the importance of hard work of the roughest kind as an element in the reformatory process. The homeliness of the buildings is an additional merit in my judgment; and the chief desideratum is that they be made equally roomy and airy.

SHELSLEY. WOODBURY HILL REFORMATORY for the County of WORCESTER.

THE number of boys has increased to 32, of whom 2 were above 16 years old. All are committed under the Act and receive the Government allowance. The industrial training appeared to me to be excellent: it consists of spade labor of all kinds, to which basket-making for six boys under a paid and separate instructor has been added since my last visit. The boys who have been long enough there, have learned reading, writing, and arithmetic, including compound addition, a little geography, and lessons on industrial subjects well, and have attained much religious knowledge and as much acquaintance with the doctrines of the Church as can be reasonably expected. The house is now quite inadequate in size and accommodation for the increased number of inmates, but I believe that this will be speedily remedied. This school derives in my opinion great benefit from the residence among the boys of a clergyman highly qualified for his difficult duties, and I cannot but express a hope that this example will be followed wherever it is practicable. In the first annual Report of this Reformatory, the Rev. Mr. Melville, the manager, has thus admirably described the characteristics of the young criminal: It is impossible that any description can be more life-like or truthful:—

“Untruthfulness is a very strong feature. It is often the chief home lesson, and in the worst boys a prevailing practice. The most wanton instance of lying occurred lately in the case of that boy released after nine months detention. He knew why he was sent away, and that he had nothing to apprehend. The head of the police of a certain town who knew of his committal to us, found him and questioned him as to his being at large. He told him that I had died lately, and being very ill before I died, I said I could not die happy if the boys were kept in the Reformatory, so I had sent for them and released them all and then died. Hence, quite as much as the mischief of making them fancy you have an interest in their criminal career, the mistake of asking them of their history. A boy will try to catch your idea and always shape his statement accordingly. I remember an eminent man visiting us and asking a very bad boy of his parentage, &c. The boy thought bad example and depraved life was the cue from the form and tone of the question, and drew a picture of domestic degradation very appalling

but entirely imaginary. They understate their age on trial always. They know well enough that leniency may ensue, or the treadmill be escaped. The boy mentioned above as between eighteen and nineteen doubtless gave himself as fifteen. The following letter is as good an evidence bearing on this point, as also on the dislike of criminal parents to Reformatories, as I can adduce.

"The son of this woman having run away had arrived at her house, and was in lodgings procured by her, and visited by her daily, at the time she wrote as follows:—

" 'Rev. Sir,

" 'Birmingham, Jan 18th.

" 'I take the Libberty of adrising theus few Lines to you to now if you ave found the Boys and if you have to pleas not to punish George as it affects is head if hee is put about the Least thing in the World the doctor told me that is head was so Bad that it was not fit for to Be put about and if you ave pleas to let me now and i shold take it as a very Great faver of you.

" 'and Remane your Humbel Sirvent

" 'SARIAH TURNER.' "

"Vanity is another marked feature. This shows itself in various ways—in dress and the like—but in nothing outward so much as their hair. Hair-cutting, though except in runaways it is never cut for disfigurement, is always a time for tears. This dislike of short hair does not arise from its relation to the Gaol, or it were commendable, but from its supposed ugliness and its relation to the workhouse—but chiefly the first. Two big boys detected in a design to run away—roared with grief at the cropping of their hair, though nothing else moved them, and one was of very large experience of life.

"Vanity co-operates with or stimulates untruthfulness in such results as these. In exaggerated accounts of their parents' income, &c. A low origin is very much disliked. The workhouse is despised not because the idle resort to it, but because it is unaristocratic. A thief will take advantage of the workhouse to elude pursuit or for opportunity of pilfering, but he never would like it though he was *obliged* to have recourse to it—or for long time. In a tendency to exaggerate past criminality. In these cases all character for honesty is gone—the title of "reg'lar thief" being claimed. Sometimes the appearance of glorying in iniquity may be put on with a view to repelling a sense of shame and of repelling commiseration, but after repeated convictions there is scarcely much sense of shame left, and the exaggeration proceeds from the vain wish of creating an interest and of proving a claim to heroism.

"In like manner there is a love of being individualized or distinguished no matter for what. Boys will undertake anything if it involves a selection, and decline the very same thing if many are to join. Poverty is not disclaimed if it is remarkable for its extremity—dullness in school—failing health and strength become sources of pride if they only are excessive and prodigious. Hence, and because great people are supposed to consume a large quantity, the fondness for physic. Happily Epsom salts are an exception.

"Impatience under pain and fatigue is another characteristic, especially in town boys.

"On January 5th, a fine bright frosty morning, four big boys came home from the labour field crying lustily and begging they might not be sent to dig. Next day two of these ran away. The school was vaccinated lately. One boy fainted under the operation, another sixteen years old—had to be held during it, and would have fainted but for sal volatile.

"Above all really criminal boys seem to be characterised by a wonderful want of self-mastery. As if their hands and feet did not belong to them but to somebody else,—a sort of demoniacal possession. Our worst boys have been extremely marked by this. In one boy it ran into great extravagancies under recapture—great violence of conduct—seeming attempts at self-destruction—as well as most outrageous assertions. In fact the careful and

intelligent friend who resides as master in our establishment, and verifies these traits, concludes, that the thing which no really criminal boy seems ever to have been taught at all, is self-denial; and the degree of criminality of any boy, in relation to that of any other boy, might be tested by the length or rather shortness of time which he could keep a piece of sugar candy in his pocket without eating it. The desire among them seems simply to *acquire*, rather than to *possess*, to *have* rather than to *hold*. Possession strips things of their value. This accounts for their real poverty under often abundant wealth by theft. In this particular of self-denial our experience is very cheering. The Governor of Worcester County Gaol remarked the other day, looking at our boys, "this is all very well now, where there is constant watching and no temptation, but what will they be when they pass out from being watched into constant temptation?" Little things test and form character. This time last year an apple tree or fruit of any sort, which abounds here, was a constant trouble. One day the whole of the boys went off to the garden to pilfer, and you could not turn your back walking to church or to bathe, but a boy had a shy at some pendant apples; the sense of chastisement for it wore out in a few hours. This year the cherries ripened in the play-ground without molestation. The garden is worked in constantly, without, seemingly, a wistful appetite for what is forbidden, and the dropped apples are brought in for the pigs as a matter of course. Any one who knows to what extent such a boy's belly is his God, and how fruit is its most choice offering, can estimate what moral strength this denotes. Many of our boys serve higher probations and walk for miles with money and goods."

THE INDUSTRIAL TRAINING SCHOOL FOR ADULTS, PARK ROW, BRISTOL.

THIS institution was established by Mrs. Reynolds, and has been maintained by the exertions and private means of a very few individuals, whose wish has been to extend a helping hand to a numerous class of young men, who are too old for admission to the ordinary reformatories, and who are destitute and exposed at an age the most liable to temptation.

It is designed to save young men, who would wish to do well, from the necessity of continuing in vice. It is to be looked on as a house of industry. The inmates are kept at constant labor, and their steadiness at work affords a test of their sincerity. Those who are destitute by their own idleness can find no advantageous shelter in this institution.

When an inmate has shown, by good conduct and industry, that he can be recommended to a master, the managers do their best to find him suitable employment, and when placed in work, continue to give careful attention to his subsequent conduct and welfare.

During the last two years and half, thirty-five young men have received the assistance of the institution. Of these seventeen have either been placed in situations, sent to sea, or have emigrated by the assistance of the managers, who have the satisfaction of knowing that many of these are likely to continue doing well in life. Two inmates have been placed

on board the Ackbar reformatory school frigate at Liverpool. One died in the Bristol Infirmary. Five left, being unable to conform to the rules. Two only are known to have relapsed into vice. Eight are now in the institution, and of these most give promise of an amended life.

All inmates receive evening instruction from a competent schoolmaster thrice a week, and every opportunity is, I believe, taken of bringing the influence of moral and religious instruction to bear on their daily life.

Having thus for more than two years maintained this Establishment in a small house, which had many disadvantages, the managers have now removed it to much larger premises, where they hope to extend their operations, and by taking an increased number of inmates, to add materially to the usefulness of the institution.

Samuel Woolecott Browne, Esquire, Clifton, Bristol, has taken the general superintendence, Mr. William Skinner remaining as master.

When I visited this refuge in 1856 it was in too small a house, and in a bad situation, and not in a condition to obtain a grant. The improvement is now great.

The premises are roomy, airy, and excellent. Mr. Skinner manages the industrial department, and the lads live with him and his family. The teaching, as regards reading, writing, cyphering, and religious instruction, is excellent. It is most essential to provide a passage into and preparation for respectable employment for young discharged convicts, and not only is this institution now well organised for such a purpose, but the managers have incurred great pecuniary liabilities in rendering it so. I have thoroughly inspected the school premises, at three separate visits.

ST. JAMES'S BACK RAGGED SCHOOLS.

I inspected these schools in the afternoon* of the 12th of May. I returned to visit the evening school on the same night, and I again visited the day school on the following morning. I had the advantage of Miss Carpenter's presence on each occasion, and that of Mr. Chapman for a short time on the 12th, and that of Miss Hill, an active member of the committee, both on the 12th and 13th.

I examined the children above those in the alphabet classes, (on the 12th of May, and also on the 13th), inspected the

* My visit was made at that time purposely to secure Miss Carpenter's presence, who had to travel from London that day. J.S.

workshops and premises, and acquainted myself as far as I could with the system pursued in all material respects.*

The pre-
mises.

Playground.

I do not think the schools well situated for health. They are in the lowest part of Bristol, and are hemmed in by other buildings†, and a dense, dirty, low population. The only outlet for the children is a little court-yard,‡ so small that there would scarcely be room for a *full-sized* circular swing. There is a small room with a capital bath where the children are bathed once a week.

School-
rooms.

The school-room is large and good, and I think in all respects suitable for the school. The class-rooms are close and small. They require better ventilation. On the second floor there is a room for the tailors and bag-makers, used also as a class-room in the evenings. It is well ventilated and light, but not capable of holding any large number of children. The small room hitherto occupied by the shoe-makers on the first floor needs better ventilation. It can only be thoroughly ventilated by opening a large window close to where the children sit; a dangerous expedient, seldom resorted to.

Industry.

The only labor for boys at present consists in making paper bags and tailoring. Shoemaking is suspended. Twelve are employed in the former, and seventeen in the latter work. Perhaps of all occupations paper bag-making and tailoring answer the purposes of industrial training for this class of boys *the least*. The former neither affords the slightest bodily exercise, nor even manual dexterity. Tailoring, though practised here by boys sitting on a bench with their legs down, and with a table before them, is nowise conducive to health or strength, and teaches a trade, which if they follow it at all in after life, is often ill-paid and over-stocked, abounding in temptations, and which, if they do not follow it, usually tends to unfit those who have pursued it for any other more active craft or employment.

If muscular development and some degree of hard bodily work be essential, as I believe they are for all reformatory purposes, I should strongly recommend the committee to give up both paper bag-making and tailoring; to restore shoemaking, and to introduce carpentering or any trade requiring manual labor of a sort to develop strength, as well as give aptitude for hard work. The little boys as well as the girls are taught knitting and needlework.

* I remained above 2½ hours on the 12th, and nearly an hour on the 13th, and an hour in the evening school,—more than sufficient to test all the children knew, and to inspect the premises, &c. fully.

† Subsequently, I am informed, that Miss Carpenter has very liberally given up adjacent houses of her own for the enlargement of the area and benefit of the school.

‡ Since enlarged.

The girls throughout the school were sewing. Mrs. Symons, ^{Girls' industry.} (who accompanied me, and has frequently inspected it in workhouses), examined the needlework, and pronounced it very good. It is in fact by far the best taught and most useful thing done in the school, and reflects great credit on all the female teachers.

I carefully examined a large class of the most proficient ^{Book instruction.} children in the school. I found that they had been in it for the following periods; girls, 2 years-4½, 4, 2½-4, 4 5, 2, 5:—6 months, 3 do. 1 week:—Boys 5 years, 3 do., 1 do., 3 do., 2 do. There were several younger ones besides. The time of their stay afforded however no criterion whatever of their attainments. The little girl who had been in less than a week had evidently had some previous amount of careful teaching, and excelled all the rest in her answers.

The whole number read fairly; some few well. They had obtained a certain amount of religious knowledge; but their acquaintance with the practical duties taught in the commandments, the parables, and generally in the New Testament, struck me as somewhat less than even under the peculiar circumstances of a ragged school with most irregular attendance, it might easily be made. This was in great measure accounted for by the few questions put to the children by Mr. Andrews, the master, himself. One of these was "the name of the river which ran through the garden of Eden?"

In arithmetic I found lamentable backwardness. Not a single child in the whole school could add money. Only one or two could tell what change was due out of half a crown if they spent 1s. 7d., or how many ounces were in the lb. avoirdupoise. Five only wrote 5,008 from dictation correctly. The power of calculation, even in its simplest forms, had certainly not been exercised. I gave them an easy sentence to spell. The easiest words were spelled fairly, but the word "neighbour" puzzled them all. None managed it. The penmanship was inferior.

They had not the least knowledge of English places, or even of the towns in their own county. Yorkshire and London were mentioned as one of them, and the Thames as among its chief rivers. Nevertheless the assistant master was persevering in teaching a class the geography of continental Europe, and they seemed to have acquired some names of places in Italy and Spain. The younger classes were better instructed, allowing for their age and shorter attendance.*

At the night school I found one of the assistant female ^{Evening school.} school-teachers explaining to the class of girls up stairs what

* Out of 89 girls last year only eight came the full number of times.

they had been reading, and questioning them in a very pleasing and intelligent manner.

Mr. Andrews explained to a large class of lads down stairs the divisions on the globe, the earth and sun's rotation, and in a plain and accurate manner. I was however desirous of hearing a lesson from him on some common subject of more practical usefulness, but on Miss Carpenter requesting him to do so, he declined, as 'not being prepared.'

I am disposed to think that not much available instruction is obtained by those who attend the night school. It is however very difficult to form a correct opinion on the subject, and if the lads and girls can be lured out of the streets, and merely brought for an hour or two into converse with persons of superior intelligence, a great good is achieved. Still I cannot but think that the youths might easily be taught what they would find more highly useful to them, and would value accordingly.

Some few youths formerly in the school, and now apprenticed to tradesmen, were present. They were said to be doing well.

The school was closed with a hymn and a suitable prayer by Mr. Andrews.

With a few exceptions, I believe that the right class only of children are admitted.

General conclusions.

Probable changes.

Upon the whole, though I have not the least doubt that these schools have done great good, I cannot say that I think them satisfactorily conducted at present; and I am persuaded that the managers are themselves desirous of improving them. The time has come when a decided change may be made with great advantage. Miss Belford, a certificated teacher, is about to leave. Mr. Andrews, I am assured, has peculiar powers for engaging the sympathies and confidence of the children, but I think him too long inured to the old modes of teaching, and to a curriculum of studies far better adapted to a grammar school, where the attendance is long and steady, than to a ragged school where it is short and fitful; and where it is alone possible to teach well elementary knowledge of the most thoroughly practical and useful kind for the immediate wants of working class life.

Intelligence of children.

The children appeared to me to be remarkably lively, shrewd, and teachable. They seemed also to be under fair discipline.

Attendance books.

I recommended an improved system of marking the attendance, and keeping the books, which were, especially as regarded the boys, irregular and ill kept.

Grant.

I trust that though the defects in these schools may not seem to warrant a long continuance of the present grants,

that my Lords will allow them for the current year, as to suspend them now would be in all probability to extinguish the school, and to prevent those changes and improvements which I feel sure that the committee, if they will but cordially cooperate in maturing them, may easily effect, so as to render these schools thoroughly efficient before another grant is required.

Gloucester, May 20th, 1857.

“DEAR SIR,

Bristol, 14 May 1857.

“I BEG to enclose Mr. Andrew's time-table, also a sketch he has made of the domestic condition of a few of his children, who are unhappily types of a large number. You heard from him that he is acquainted by home visitation with all the families attending the school except those most recently admitted, and that he can declare his belief that none attending St. James's Back Ragged School could be in any other, and would be without education but for this, owing to the extreme poverty or moral condition of the family. The Committee make a great point of this, and I personally inquired into it on my frequent visits at the school, believing, as is stated in their Lordships' letter of instructions to the Inspectors, that no positive rule can be applied, and that much must be left to the good faith and judgment of managers. Whenever I have found an applicant of a condition above the school, though extremely poor, I have paid for their admission into a higher school. We have National and British Schools near us in various directions, but have never had a complaint of our injuring them. On the contrary, the Lewins Mead British and Infant Schools are filled, while ours could admit many more; and the master of the latter told me a few years ago that his had been benefited rather than injured by the establishment of the Ragged Schools by their absorbing some troublesome and irregular children, who were an injury to his. I know that similar care is taken in the other ragged schools in the city, and with similar results. Ours consists of an entirely different class of children from what are ever found in the common day schools, as a casual visitor would at once perceive by going from one to the other, and where occasional exceptions occur, it is to enable children who are generally at work to avail themselves of an interval to obtain a little instruction.

Such being the conditions of the children, the managers have always laid the greatest stress on the good order and moral influence exerted by the school, and in these respects we consider our master to have been peculiarly successful. Though no large amount of actual work is performed in the school, yet a desire is infused to earn by honest labour, and numbers are now maintaining themselves respectably, who without such agency would probably now be daring criminals, or at any rate a drag on society. The apprentices you saw on Tuesday evening are specimens of this. A moral influence is established by the school, which has been a most important help to raise or even rescue many. We have not been insensible of the importance of direct instruction in the ordinary elements of knowledge, and I regretted both that at the time of your visit circumstances prevented a fair sample being presented to you of what is actually there, and that for the following reasons the educational condition is now lower than it has been at previous examinations. Before March 1856 we had two pupil teachers who had been regularly training with us for some years, and who gave valuable help. We were then obliged to part with them, and the state of the funds did not allow us to supply their place; the Minute of 2nd June encouraged us to engage three new teachers as they offered themselves; but our staff was not completed until the autumn, and even then the presence of new and inex-

perienced teachers did little good, and even somewhat withdrew the efforts of the masters from the children to the training of the teachers. The children are all younger than usual. These evils are being remedied, and I trust that the next inspection will be more satisfactory to you. I may add, as an indication of the tone of the school, that whenever the children are taken to a meeting, or on an excursion, they excite admiration for their orderly and obedient demeanour, and whenever lecturers have addressed the school, they have expressed themselves greatly pleased with their intelligence, attention, and good conduct.

I am not sure whether you noted down the existence of a bath freely supplied with water, in which all the children are bathed in rotation once a week. There is also a washing apparatus, which used to be much employed, but now most of the children are induced to come clean.

I trust that their Lordships will make such modification in the test as will include this and other similar schools; you will perceive that it cannot come under the Minute of 1846, and yet cannot be classed with those who must be fed and clothed to exist, or who are yet absolutely vicious.

I write this unofficially, but you can make any use of it you please.

I remain, &c.

Jelinger Symons, Esq.,

(Signed) MARY CARPENTER."

H. M. Inspector of Schools.

[I have learned from Miss Carpenter that a protest against my Report was sent to the late Lord President, who did not deem it necessary to refer it to me for explanation or comment. I believe that protest to have been sent at the latter part of August, and that three gentlemen (not Inspectors of Schools) paid visits at periods remote from my own examination, and expressed themselves as highly satisfied. It is very possible that so might I have been on those days. Much less than three months' increased or diminished energy will effect a vast change in any school where the children are even of moderate capacity; in this school they are children of remarkably shrewd intelligence. I need also scarcely remark, that the office of Inspector and its utility would be almost valueless unless long experience in the work gave a faculty and facility for estimating both the skill of the teacher and the knowledge acquired, which no other visitor possesses or can exercise in like degree. It is always a subject of regret to me when my reports are less favourable than managers think they should be; but independently of moral obligation to tell the exact truth, I may appeal to all experience whether reports which point out defects fully and faithfully are not greatly more productive of good than those which give praise and omit dispraise. So far from such a course being intentionally censorious or offensive to a Committee of Management it is the best proof an Inspector can give of his reliance on their good sense and single-hearted desire to improve their school to the uttermost. The next Report illustrates these remarks.—J. S.]

CARDIFF RAGGED SCHOOL.

I inspected this school for the first time on the 8th of July 1857, and again on the 31st March 1858.

I regard the maintenance of a good industrial ragged school in a seaport town like Cardiff, where contamination is excessive and the population increasing far faster than the means of checking it, of vital importance. This school is as regards funds and building greatly inadequate to the work for it to

do. The rooms are poor and overcrowded, and there is no out-door space for play, exercise, or labor shops. Still great good is done, but it all rests on the hands of a very few most zealous people. The numbers have varied but little since last year, but are on the increase. About 170 attend.

At my first visit I found the labor consisted of bag-making and shoemaking, and needlework, none of which satisfied the standard of effectual training in systematic industry requisite for such schools. It is now somewhat better, but not what I like to see. The school instruction was altogether on a wrong system, and such as could only produce barren and mindless results. I gave the young schoolmaster several suggestions which he received in the best possible spirit. Instead of being affronted or disheartened and setting to work to persuade the Committee that he was aggrieved by the Inspector, he set to work to improve himself and his school. He came over to Mr. Perry at the Gloucester Ragged School, found he was *not* on the right system, got on the *right* one, came back, set vigorously to work, and with such good effect that when I examined the school the other day I was astonished at the progress he had made. Not a child was able at my former visit to write down and cast a common money sum, and scarcely a single answer could be got on subjects, whether religious or secular, which showed any mind teaching; now, a class of nearly a score passed a good searching examination in compound addition, reading, spelling, mental arithmetic, religious knowledge, and common things, not only most creditably, but in a manner superior even to the average of union schools, and very much above that of the national schools I occasionally visit.

The girls were less well instructed, but their needlework was very good. The girls will require great care in moral training. I was sorry to find that in reply to my usual question, what work each intended to do when they left school, nearly all I asked meant to be dressmakers. The boys all named useful trades, chiefly that of carpenters, except five who wished to be clerks. This school deserves every encouragement, and will I trust receive grants under the Minute of December last.

GLOUCESTER RAGGED INDUSTRIAL SCHOOL.

I have inspected this school and the work on the ground, on the 14th, 22d, and 23d of September ult.

It consists of 140 boys, nearly all of whom appear to be of a class who would receive no education elsewhere. It has been hitherto under the inspection of my colleague, Mr. Bowstead.

The industrial character of the institution has undergone no marked change; my former knowledge of the ground and school enabling me to judge. Upon the whole, the cultivation is improved; but I am of opinion that much more might be made of the land; and that as the amount in hand is about four acres only, the produce (79 $\frac{1}{2}$ last year) might be greatly increased by the drainage of a portion, which is wet in winter, by more digging, systematic manuring, and better weeding. The labor done by the boys is however fair, though scarcely sufficient for the objects of the school.

Of the instruction given in the school I can speak in the highest terms, especially as I had the benefit of my colleague, Mr. Bowyer's assistance and judgment on the 22d instant, who examined the first and third classes.

The instruction includes all the usual subjects. In the first class, consisting of 36 boys, the reading, spelling, and slate arithmetic were good. Mental arithmetic fair, religious knowledge good and intelligent, geography fair, and practical knowledge of common things very good; they also explained the meaning of words well. Of the 36 copy-books 29 were very fair, and 7 very good, one or two being excellent. The second class, consisting of 29 boys who were recently drafted from lower classes, also displayed great proficiency. All in the first class (36) work stiff sums in compound addition with ease, writing them down themselves; and all the second class can do the same with sums of three or four rows. I know it to be quite unusual for so large a proportion as 65 boys, out of 140, in so young a school, to be equally advanced in arithmetic under far more favourable circumstances. I dictated this sentence, among others, to each of the first classes, to test their spelling. "We were chewing bread and cheese beneath the boughs of a yew tree." It was spelled without a single mistake by 12 boys in the first class and 8 in the second; and probably double the number would have been right, had the word "boughs" not occurred, which proved a stumbling-block, nevertheless out of 50 slates, there were but six which contained more than two mistakes.

The amount of good sound practical teaching effected in this school by Mr. Perry and a single assistant is a remarkable proof how much may be done by untiring zeal and an aptitude for the work. This is the more worthy of note, because the children are literally taken off the streets; in many cases captured bodily, and brought in, whether the parents like it or not.

Mr. Perry takes great pains, as he assures me, to make every inquiry as to the capability of the parents or friends to pay for schooling. He says he rejects scores; and there is no

doubt that the school has already prevented a vast deal of vagabondism and pilfering, and has given a fair education and a taste for labor to many who would otherwise have been wholly ignorant and probably criminal.

Mr. Bowyer agrees with me in the following summary statement :—

“The school instruction is remarkably good ; perhaps more than is absolutely requisite for the class of children taught, whilst the industrial labor is deficient, and should, we think, be extended and improved, even if done at the sacrifice of some of the attainments of the first class.”

In order to give effect to this view, I beg strongly to recommend that an industrial trainer be appointed thoroughly acquainted either with some useful in-door handicraft or with spade husbandry, and boy management, who should be employed constantly at this work ; that the working boys (of whom there might be a constant average of 60) be employed in two groups, one in the morning, the other in the afternoon. I hope that my Lords will allow a grant towards his salary of 26*l.* per annum. Pigs might then be kept as recommended by Mr. Bowstead, and all extra current expenses would be amply defrayed by the augmented produce of the labor. The power of the school to effect its legitimate purposes will be doubled. The local subscriptions are insufficient, and the present staff less than can do the work perfectly, and bear the harassing labor and anxiety such an institution occasions.

The Committee have shown their willingness to meet all reasonable requirements, by causing the school-room ventilation to be thoroughly altered and improved at my suggestion, and between my visits on the 14th and 22d instant. Regular register-books are also to be kept on the same forms as those in the workhouse schools. This is most essential, and ought to have been attended to from the first establishment of the schools.

Book-cupboard and class-books are required. I beg to recommend the Village Lesson Book, Groombridge, and some of Baker's Circle of Knowledge (Varty and Co.).

Mr. Perry is desirous of a re-arrangement of the awkwardly placed parallel desks, suitable neither to an infant nor a boy's school ; he also desires a class-room. I consider the first of these improvements desirable, but not a matter of pressing necessity ; and I see no present need of the second.

It is much to be desired that a visiting sub committee be appointed who should regularly inspect the school and the ground at least every two months, and make minutes which would be read and adopted or rejected at the meetings of the whole committee. Much discretion should always be vested in the master. It is most unwise to tie his hands with too many

restrictive rules ; but there are many reasons why more systematic supervision would enhance his wholesome power, and conduce to the objects and development of this excellent institution."

The farm school returns are incomplete, owing to the return papers not having been sent to me early enough. I annex in Appendix B. such as I have received arranged in a tabular abstract.

I have to report that where the ground has been moderately well cultivated the results continue to be not inconsiderable as regards profit, and admirable in the improvement alike of health, mental activity, and aptitude for labor.

I have the honor to be, &c.

JELINGER COOKSON SYMONS.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

TABULAR SCHOOL STATISTICS AND TEACHERS' CERTIFICATES.

UNIONS.	Total Children.		Above Nine.		Date of Statistics.	Teacher's Name and Certificate.
	Boys.	Girls.	Boys.	Girls.		
GLOUCESTERSHIRE.						
Cheltenham - -	51	58	—	26	Oct. 1857	James Lloyd. Pro. 1. Eliza Harris. Com. 2.
Chipping Sodbury - -	12	18	6	3	Oct. 1857	Esther Collins. Pro. 3.
Cirencester - - -	39	42	26	20	Feb. 1858	John Williams. Com. 1. Ann Williams. Com. 1. John Waters. Pro. 1.
Dursley - - -	13	11	3	5	Aug. 1857	Noah Corneack. Perm. Mary Powell. Perm.
Gloucester - - -	40	33	22	9	April and May 1857	Samuel Wallace. Com. 2. Christina Monk. Com. 1.
Newent - - -	19	14	12	8	April 1857	Sarah Williams. Com. 2.
Northleach - - -	4	14	2	11	Mar. 1858	Robert White. Pro. 1.
Stow-on-the-Wold - -	13	18	3	11	Mar. 1858	Ann Pearce. Com. 1.
Stroud - - -	39	42	26	13	Feb. 1858	W. E. Carden. Pro. 1. Mary Buckingham. Com. 1.
Tetbury - - -	—	—	—	—	—	—
Tewkesbury - - -	—	—	—	—	—	—
Thornbury - - -	17	12	10	5	April 1857	Samuel Roach. Pro. 2.
Westbury - - -	13	10	5	6	May 1857	Anne Wilce. Pro. 3.
Whitminster - - -	11	3	3	1	April 1857	Elizabeth Halford. Nil.
Winchcombe - - -	7	7	2	3	Sept. 1857	Emma Davis. Pro. 2.
HEREFORDSHIRE.						
Bromyard - - -	5	3	3	—	June 1857	Elizabeth Charles. Perm.
Dore Abbey - - -	10	1	8	1	Nov. 1857	Martha Wood. Pro. 1.
Hereford - - -	33	33	20	21	April and June 1857	George Turner. Com. 3. Sarah Jenkins. Com. 3.
Kington - - -	23	6	12	3	Sept. 1857	Charlotte Smith. Com. 1.
Leadbury - - -	26	23	22	12	Feb. 1858	Thomas Wilson. Com. 3. Caroline Cromwell. Pro. 1.
Leominster - - -	11	9	7	3	Sept. 1857	Elizabeth Hill. Pro. 3.
Ross - - -	15	14	3	4	Sept. 1857	Charles H. Hughes. Nil.
Weobley - - -	—	—	—	—	—	—

TABULAR SCHOOL STATISTICS—continued.

UNIONS.	Total Children.		Above Nine.		Date of Statistics.	Teacher's Name and Certificate.
	Boys.	Girls.	Boys.	Girls.		
MONMOUTHSHIRE.						
Abergavenny . . .	19	13	6	7	June 1857	Elizabeth Bevan. Eff. 3.
Bedwelty . . .	11	13	4	7	Sept. 1857	Emily Pike. Perm.
Chepstow . . .	21	21	12	13	May 1857	Mary Ann Taylor. Pro. 1.
Monmouth . . .	16	12	6	9	June 1857	Mary Ann Rees. Pro. 2.
Newport . . .	23	34	18	23	June 1857	Benjamin Griffith. Perm.
						Elizabeth Iles. Perm.
Pontypool . . .	21	14	8	6	June 1857	Sarah Williams. Pro. 2.
SHEREPSHIRE.						
Atcham . . .	29	35	16	18	May 1857	George Holdcroft. Com. 2.
Church Stretton . .	14	10	7	4	June 1857	Sarah Atkinson. Nil.
Cleobury Mortimer . .	5	1	4	1	June 1857	Sarah Jones. Pro. 2.
Clun . . .	12	12	6	5	April 1857	Henry Trubshaw. Com. 2.
Ellesmere . . .	18	22	—	—	May 1857	Job Darlington. Pro. 1.
						Mary Pritchard. Pro. 2.
Ludlow . . .	22	15	9	8	June 1857	Levinia Moon. Eff. 2.
Oswestry . . .	13	6	9	2	May 1857	Emma Weaver. Com. 1.
Shifnal . . .	4	5	—	5	Mar. 1858	Anna Thomason. Pro. 1.
Shrewsbury . . .	11	10	5	6	May 1857	Edward Jones. Pro. 1.
South-east Salop Dis- trict.	70	46	48	40	April 1857	Henry Garland. Eff. 1.
						Lewis Roach. Eff. 2.
						Susannah Garland. Com. 3.
Wellington . . .	—	—	—	—	—	—
Wem . . .	12	6	10	4	May 1857	Andrew Rowley.
Whitchurch . . .	9	14	3	9	May 1857	Elizabeth Adams. Nil.
WORCESTERSHIRE.						
Bromsgrove . . .	8	10	2	4	Sept. 1857	Elizabeth Cheese. Pro. 2.
Droitwich . . .	21	15	9	11	Sept. 1857	Elizabeth Dauce. Pro. 1.
Dudley . . .	—	—	—	—	—	—
Evesham . . .	—	—	—	—	—	—
Kidderminster . . .	37	62	9	20	Dec. 1857	Edward Ground. Com. 1.
King's Norton . . .	18	14	8	5	Sept. 1857	Hannah Pitt. Perm.
Martley . . .	20	16	8	7	Aug. 1857	Ellen Read. Com. 3.
Perashore . . .	—	—	—	—	—	Sarah Ham. Nil.
Stourbridge . . .	33	31	10	7	Oct. 1857	George Preston. Eff. 3.
						Mary Anne Bloomer. Nil.
Tenbury . . .	—	—	—	—	—	—
Upton-on-Severn . .	17	18	6	11	Feb. 1858	No teacher.
Worcester . . .	30	46	17	19	Dec. 1857	Thomas Brown. Com. 1.
						Ann Rogers. Com. 2.
NORTH AND SOUTH WALES.						
BRECKNOCKSHIRE.						
Brecknock . . .	37	18	14	10	Nov. 1857	Rees Morgan. Eff. 2.
Crickhowel . . .	11	17	1	4	Nov. 1857	Elizabeth Prosser. Perm.
Hay . . .	—	—	—	—	—	—
CARDIGANSHIRE.						
Aberayron . . .	—	—	—	—	—	—
Aberystwyth . . .	6	7	—	—	Sept. 1857	The children go to the na- tional school.
Cardigan . . .	—	—	—	—	—	—
CARMARTHENSHIRE.						
Carmarthen . . .	10	4	4	1	July 1857	Hannah Michael. Com. 3.
Llandilo Fawr . . .	8	4	—	2	Aug. 1857	Jane Owen. Nil.
Llandovery . . .	—	—	—	—	—	—
Llanelli . . .	20	10	3	—	Aug. 1857	Mary Anne Smith. Pro. 1.
Newcastle Emlyn . .	—	—	—	—	—	—
CARNARVONSHIRE.						
Bangor . . .	19	12	8	7	Sept. 1857	Meahach Thomas. Pro. 1.
Carnarvon . . .	13	8	10	2	Oct. 1857	William Owen. Pro. 2.
Pwllheli . . .	—	—	—	—	—	—

TABULATED SCHOOL STATISTICS—continued.

UNIONS.	Total Children.		Above Nine.		Date of Statistics.	Teacher's Name and Certificate.
	Boys.	Girls.	Boys.	Girls.		
DENBIGHSHIRE.						
Llanrwst	3	1	—	1	Mar. 1858	Jane Davies. Perm.
Ruthin	18	10	6	4	Oct. 1857	John H. Evans. Pro. 1.
Wrexham	27	45	12	23	Sept. 1857	Charles Parrish. Nil. Alice Gray. Pro. 3.
FLINTSHIRE.						
Hawarden	7	11	6	5	Mar. 1858	Emily Thorpe. Pro. 2.
Holywell	61	42	36	14	Oct. 1857	Edward Roberts. Eff. 1. Mary Ellen Lewis. Eff. 2.
St. Asaph	27	13	16	10	Oct. 1857	James Francis. Eff. 3. Juliet Games. Perm.
GLAMORGANSHIRE.						
Bridgend	11	8	3	1	Nov. 1857	Jane Dunn. Perm.
Cardiff	35	36	15	9	July 1857	John Wyld. Eff. 3. Mary Dixon. Com. 2.
Merthyr	27	24	12	13	July 1857	Henry Carlton. Com. 2. Sarah Hault. Pro. 2.
Neath	—	—	—	—	—	—
Swansea	17	3	5	—	Aug. 1857	William Collier. Com. 1.
MERIONETHSHIRE.						
Bala	—	—	—	—	—	None.
Corwen	—	—	—	—	—	—
Festiniog	—	—	—	—	—	—
MONTGOMERYSHIRE.						
Llanfyllin	33	19	16	6	April 1857	David Rowlands. Com. 3.
Montgomery . . .	23	16	12	6	April 1857	Martha Price. Pro. 1.
Newtown and Llanidloes.	40	36	14	12	April 1857	Charles Bedford. Com. 2. Margaret Morgan. Perm.
PEMBROKESHIRE.						
Haverfordwest . .	32	36	18	6	July 1857	Enoch Thomas. Com. 1. Elizabeth Lewis. Pro. 1.
Narberth	24	15	9	7	July 1857	Maria Thomas. Pro. 2.
Pembroke	16	18	10	6	July 1857	William Jones. Perm. Mary Twigg. Pro. 1.
PADDORESHIRE.						
Knighton	14	11	5	4	Sept. 1857	Mary Matthews. Com. 3.

APPENDIX B.

TABLE OF FARM SCHOOL RETURNS FOR 1857.

USAGES.	Boys employed.	Men employed.	Acres cultivated.	Crops grown.	Live Stock.	Reut. Tithe, and Rato.	Expenses. Total.	Produce. Total.	Profit. Total.
						£ s. d.	£ s. d.	£ s. d.	£ s. d.
Atcham -	10	None.	A. E. P.	Potatoes, turnips, carrots, cabbages, onions, beans, peas -	Pigs.	5 15 6	35 1 8	63 15 8	28 14 0
Cheltenham -	24	3	7 1 0	Potatoes, cabbages, turnips, carrots, parsnips; vetches -	Pigs.	61 6 3	160 5 6	352 3 6	91 18 2
Chrencoester -	13	3	3 3 0	Potatoes, cabbages, turnips, parsnips, carrots, peas, beans, Italian rye grass.	Cows and pigs.	23 10 6	200 12 0	257 6 2	56 14 2
Durley -	8	3	2 3 0	Potatoes, cabbages, turnips, carrots, onions; vetches, brocoli, parsnips.	Pigs.	23 10 8	70 8 0	121 3 11	50 14 11
Ellemere -	8	3	1 3 0	Potatoes, cabbages, carrots, turnips, peas, beans, French beans, herbs, &c.	None.	3 10 0	9 12 0	41 9 2	31 17 2
†Havelford -	8	2	2 0 0	Potatoes, cabbages, carrots, peas, parsnips -	—	—	—	—	—
Kidderminster -	7	3	1 3 23	Potatoes, parsnips, carrots, swedes -	Pigs.	2 0 0	22 19 11	75 8 5	52 8 6
Leadbury -	5	3	1 1 0	Potatoes, cabbages, carrots, parsnips, turnips, onions, peas, beans, leeks.	—	14 17 0	15 14 0	73 19 0	27 5 0
Monmouth -	3	3	0 2 18	Potatoes, cabbages, onions, carrots, turnips, parsnips, leeks, beans, peas, French beans.	None.	8 15 11	13 11 10	34 0 5	20 8 7
Newent -	7	8	8 2 0	Potatoes, turnips, barley, wheat, cabbages, carrots, mangel wurzels.	Pigs.	5 0 0	1 0 0	19 19 7	13 19 1
Newport (Mon.) -	10	5	3 0 20	Potatoes, beans, cabbages, peas, onions, turnips, brocoli -	Pigs.	25 0 0	94 10 7	172 17 11	78 7 4
Owesity -	47	1	9 0 0 (arable)	Potatoes, wurzels, cabbages, carrots, turnips, barley, clover, swedes, Italian rye grass.	None.	8 11 7	53 3 6	96 5 6	44 3 0
South-east Salop -	8	4	6 0 0 (pasture).	Potatoes, turnips, cabbages, carrots, parsnips -	Cows and pigs.	61 17 1	396 8 9	504 1 7	107 12 10
Stourbridge -	8	4	6 0 0	Potatoes, turnips, cabbages, carrots, parsnips -	None.	24 0 0	88 0 0	221 10 0	133 10 0
Stroud -	6	1	0 1 0	Potatoes, cabbages, carrots, parsnips, peas, beans, onions, leeks, parsnips.	Cows and pigs.	35 17 1	137 15 11	308 15 7	46 8 7
Thornbury -	—	—	—	—	None.	—	—	—	—
Wellington -	—	—	—	—	—	—	—	—	—
Worcester -	—	—	—	—	—	—	—	—	—

(continued)

Table of Farm School Returns for 1857—continued.

UNIONS.	Boys employed.	Men employed.	Acres cultivated.	Crops grown.	Live Stock.	Rent, Tithe, and Rat.	produce. Total.	Prof. Total.
WALES.								
Rangor	-	-	-	Potatoes, turnips, carrots, parsnips, cabbages, celery, onions, leeks.	None.	6 10 0	12 0	41 13
Brooknook	6	4	3 3 0	Potatoes, cabbages, parsnips, beans, onions, turnips, carrots, mangel wurzel, &c.	Pigs.	30 0 0	13 0	88 7
Cardiff	24	1	3 2 0					
Cardigan	-	-	-	Potatoes, cabbages, turnips, carrots, onions, and lettuce.	None.	0 10 0	1 5 8	0 10
Carnarvon	6	None.	3 0 0	Potatoes, cabbages, carrots, parsnips, onions, beans, peas, turnips, and leeks.	None.	2 10 0	1 5 0	23 8
Haverfordwest.	16	None.	3 0 0					
Holywell	13	3	5 0 0	Potatoes, cabbages, onions, parsnips, peas, beans, and wheat.	Pigs.	15 0 11	23 104 10	24 41 11
Knighton	-	None.	4 2 0	Potatoes, cabbages, carrots, and turnips.	None.	12 0 6	23 7 2	37 14 2
Llanelli	-	-	-					
Llanfyllin	14	None.	1 3 0	Potatoes, turnips, onions, cabbages, peas, beans	Pigs.	3 10 0	12 19 2	24 17 6
Merthyr	8	1	0 3 0	Potatoes, onions, and leeks	None.	1 10 0	5 18 0	14 0 0
Newtown	8	4	5 0 0	Potatoes, cabbages, turnips, mangel wurzel, Italian rye grass.	Cows and pigs.	11 10 0	80 19 2	103 12 3
Pembroke	9	None.	1 1 20	Potatoes, cabbages, parsnips, carrots, turnips, onions, leeks	Pigs.	5 8 6	31 1	64 9 24
Euthin	16	3	5 0 0	Potatoes, carrots, turnips, onions, beans, and mangel wurzel.	Pigs.	29 11 6	179 19 7	203 17 3
St. Asaph	18	None.	1 1 0	Potatoes, cabbages, beans, peas, onions, carrots, swedes, mangel wurzel.	Pigs.	1 10 0	5 15 10	24 15 24
Trefreham	13	12	5 0 0	Potatoes, cabbages, turnips, and mangel wurzel	Cows and pigs.	30 14 3	167 15 11	198 10 24

* Stock not taken or included.

† No returns sent by the places left blank.

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